The development and evaluation of a school-based programme to promote and enhance the well-being of primary aged children

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A thesis submitted in partial fulfillment of the requirements of the

University of East London

for the degree of

Doctorate of Applied Educational and Child Psychology

September 2015

Declaration

This work has not been accepted for any degree and it is not currently being submitted for any other degrees.

This research is being submitted in partial fulfillment of the requirements of the University of East London for the degree of Applied and Educational and Child Psychology.

The thesis is the result of my own work and investigation, except where otherwise stated. Other sources are acknowledged by explicit references in the text. A full reference list is included in the thesis.

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September 2015

Acknowledgements

I would like thank the Doctorate Team at the University of East London for sincere support and guidance. In Particular Professor Irvine Gersch, Dr Sharon Cahill and Dr Naina Cowell for their understanding, encouragement, feedback, all given in abundance with warmth and good humour.

I am grateful to Dr Ilona Boniwell for her inspirational lecture and generous support that gave birth to this exciting study.

I am indebted to all the children who have taken part in the *Positive Well-Being Curriculum* programme. Their openness to engage with the project and enjoyment of the activities was a delight.

I wish to thank all the teachers who have taken part in the study. Their thoughtful insights and feedback have provided invaluable in the further development of the curriculum.

I would like to thank all my family for their feedback and enthusiasm for the curriculum, and in particular my sister Naheed for her support.

And finally, last but not least I would like to thank my husband Farrakh and my daughter Nadia for their constant support and belief in me throughout it all.

Abstract

The current study was carried out to evaluate the impact of a well-being curriculum based on existing knowledge of themes within PP, which contribute to well-being. The *Positive Well-Being Curriculum* consists of twelve ninety minute sessions delivered weekly during a school term. The twelve well-being sessions fit into four domains: positive experience, positive emotions, positive relationships, achievement and meaning (Seligman, 2007).

The objectives of the study were to test the practical implications of running a well-being curriculum, to develop a range of activities within each domain and to evaluate the impact on student well-being with regard to life satisfaction, positive affectivity and subjective happiness.

A pilot was carried out as preparation for the main mixed method intervention study, which was conducted in two London primary schools. Pre and post data was collected using standardised measures, focus groups and one to one interviews. Findings from the pilot demonstrated a significant increase in well-being as demonstrated by increases in: life satisfaction, positive affect and subjective happiness. Additional information was gathered which informed the content and implementation of the curriculum in the main study.

The experience of taking part in the study as evidenced through qualitative and quantitative results, indicate that the *Positive Well-being Curriculum* was perceived by participating teachers and children to contribute positively to the well-being of the children. These findings would be of interest to educational psychologists as there is an increasing interest by schools to include creative and validated resources to support and enhance the well-being of all children.

A number of useful insights were developed about the usefulness of the curriculum for children in a variety of educational settings.

Chapter 1: Introduction

1.1 Overview of the thesis

*Well-being cannot exist just in your own head. Well-being is a combination of feeling good as well as actually having meaning, good relationships and accomplishment. The way we choose our course in life is to maximise all five of these elements{ positive emotion, engagement (being in the flow), relationships, meaning (purpose in life), and accomplishment} (*Martin Seligman, 2011, p.3.)

Weare (2015) highlights the central role that well-being plays in learning and school improvement. Evidence collated by Public Health England (2014) shows that children with greater levels of well-being, greater emotional attachment to school and lower mental health difficulties have higher achievement levels, better attendance and are less likely to be school drop outs. Children's social and emotional skills are more significant determinants of academic attainment than Intelligence Quotient (IQ).

In the current emphasis on academic achievement in schools (Ofsted, 2015), Weare (2015) suggests that some schools can view work on promoting mental health as "a luxury or optional extra". However, Weare (2015) makes the point that schools that focus on well-being and mental health can be confident that they are ensuring that they "…provide a healthy and happy school environments for pupils and staff and prepare the citizens of tomorrow with sound character and values" (p.12) while also directly supporting the promotion of effective learning.

The importance of promoting the well-being of children and young people cannot be overstated and over the last decade there has been a growing interest in how to achieve this. This has to a large extent been a result of the unprecedented increase in childhood depression. At any point in time, approximately 2% of children aged 11-15 and 11% of youth aged 16-24 in the United Kingdom (UK) suffer a major depressive disorder (Green, McGinnity, Ford, and Goodman, 2005).

International and recent UK government legislation and initiatives (UNICEF, 2007; ECM, 2003; Children Act, 2004), have explicitly focused on well-being. The UNICEF (2007) paper on child well-being in affluent countries put young people in the UK at the bottom of the league. The report looked at findings across six dimensions: children's health and safety, children's educational well-being, children's relationships, young people's behaviors and risks and young people's subjective assessment of well-being. Children's subjective senses of well-being appeared to be markedly higher in the Greece, Netherlands and Spain and markedly lower in Poland and the United Kingdom.

The Children Act (2004) set out the national framework for delivering children's services and identified five outcomes for children and young people within the initiative Every Child Matters: Change for Children' (ECM,2003). This initiative highlighted the importance of the improvement of services for children in order to achieve five desired outcomes. These were:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

The ECM agenda sought to:

"*Improve children's well-being where well-being is defined by reference to the five outcomes*". The document states that the outcomes are independent: *"they show the important relationship between educational achievement and well-being. Children and young people learn and thrive when they are healthy, safeguarded from harm and engaged".* (ECM, 2003).

Every local authority ha**d** been tasked with developing a Young People Plan identifying how services would be targeted to support the five ECM outcomes. The Children and Young People Plan is an important element of the changes proposed in the Children Act 2004. This is a single strategic, overarching plan for all local services for children and young people. In practical terms this involved local authorities bringing together the Education Department and Social Services under the umbrella of the new Children and Young People's Services.

Since this research was undertaken, more national initiatives, highlighting the importance of emotional well-being have been detailed: The Children and Families Act (2014) aims to provide support to improve the lives of children and young people. The Act aims to do this through changes in the law which takes in to account a host of factors which include: helping prospective parents to do the best for their unborn child through to providing support for parents to work flexibly in order to care for children. The Act (2014) aims to help and support children, 'to make things better for children by making changes to the law to improve the way children are treated' (Young person's guide to the Children and Families Act 2014-Gov.uk). The changes outlined by the Children Act directly impact on improving children's' life experience and well-being.

The Special Educational Needs and Disability (SEND) Reforms as detailed in part 3 of the Children Act provides a framework for Education, Health care and Social care services to work together co-produce an Education Health Care (EHC) plan to support the best possible outcomes for the child. The views and aspirations of the child and young person are central to the process.

The Children and Young People's Mental health and well-being taskforce was established in September 2014 to consider ways to make it easier for children, young people parents and corers to access help and support. The report *Future in Mind: Children and Young People's Mental Wellbeing,* detailing the recommendations was published in March 2015.

The recommendations are summarised within five key themes:

- Promoting resilience, prevention and early intervention
- Improving access to effective support – a system without tiers
- Care for the most vulnerable
- Accountability and transparency
- Developing the workforce

The report places emphasis on building resilience, promoting good mental health, prevention and early intervention, to create a system that supports the emotional and well-being and mental health of children and young people. The report suggests that wide range of professionals should be involved across universal, targeted and specialist services,

'through promoting good mental well-being and resilience, by supporting children and young people and their families to adopt and maintain behaviours that support good mental health' 4.2 (Future in mind, promoting, protecting and improving our children and young people's mental health and well-being).

The new draft Ofsted Inspection framework 'Better Inspection for All' includes a new judgment on personal development, behavior and welfare of children and learners (Ofsted Framework, 2015).

The UK Government office for science: The Foresight Project on Mental Capital and Well-being announced findings of a peer-reviewed two year study in October 2008. Leading Psychologists from Lancaster and Cambridge University were involved in a systematic review of the work of over 400 researchers and practitioners from a range of fields (Foresight Mental Capital and Well-being Project, 2008). The comprehensive report made a number of recommendations, including promoting positive mental health and well-being. Proposed interventions in the report included:

- Promoting flourishing in children
- Fostering mental well-being for workers
- Unlocking the mental capital in older people and promoting their well-being so that they could flourish.
- Promoting well-being in key front line professionals such as teachers and doctors

The Foresight Project also commissioned work to develop a set of evidence based actions and rationale between the actions, the well-being equivalent of “five fruit and vegetables a day”. Based on the extensive review of the evidence the report provided suggestions for individual action:

- **Connect**: With the people around you. With family, friends, colleagues and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

- **Be active**: Go for walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness.

- **Take notice**: Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savor the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

- **Keep learning**: Try something new. Rediscover an old interest. Sign up for that course. Take on a different responsibility at work. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you enjoy achieving. Learning new things will make you more confident as well as being fun.

- **Give**: Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, as linked to the wider community can be incredibly rewarding and creates connections with the people around you (Foresight Mental Capital and Well-being Project, 2008).

The suggestions are of particular interest to this research, as all five suggestions were included within the four domains of the *Positive Well-Being Curriculum (*PWBC*)*

Given the importance of well-being, this study sought to develop and implement a well-being curriculum, the PWBC, and evaluate its effectiveness in relation to the well-being of primary school children. It was hypothesised that implementing the strategies contained in the well-being curriculum would enhance the well-being of children as demonstrated by life satisfaction, subjective happiness and achievement measures.

The theoretical framework of this study was located within the broad area of Positive Psychology (PP), which has a focus on strength as well as weakness and attends to fulfilling the lives of healthy people as well as to healing the wounds of the distressed (Seligman, 2002; Seligman and Csikszentmihalyi, 2000). The roots of PP can be traced back to humanistic psychology which originated in the 1950's and gained momentum through the 60's and 70's. as popularized by Rogers(1951), who introduced the concept of fully functioning person and Maslow (1970) who focused on the idea of self-actualisation.

The research was conducted in a two primary schools within a north east London borough. The initial stage of the study involved a pilot study, which was undertaken in a primary school located within the west of the borough. The pilot study was conducted by the researcher with pupils in a year 5 class.

The second stage of the research involved training teachers of year 4 classes from the same primary school on how to deliver the curriculum. The primary school was a three-form entry school; this meant there were three classes in each year group. Given the odd number of classes in the year group it was decided for pragmatic reasons to have two intervention groups and one control group. Two intervention classes allowed comparisons to be made between the two classes with regard to delivery of the curriculum by the participating class teachers. Three year 4 (pupils aged 8-9 years) classes took part in the study; two received the intervention curriculum while the remaining class acted as the control. Pre and post intervention measures were obtained for all three classes. The control class participated in the curriculum at the end of the study.

The intervention was repeated in another primary school, a four-form entry school in the south of the borough.

Chapter one provides an introduction to the research study, context, epistemological position and justification for the research.

Chapter two contains a review of the literature on PP with a particular focus on the area of well-being and intervention programmes for school aged children.

Chapter three describes the development of the PWBC in detail, the theoretical underpinnings and conceptual framework.

Chapter four provides a detailed account of the research methodology used in the study. Chapter five presents results obtained from analysis of the quantitative data. Chapter six details analysis of the qualitative data and presents findings.

Chapter seven provides an integrated account of the quantitative and qualitative findings from the research study.

Chapter eight provides a discussion of the findings from study in relation to the research questions and addresses these within a reflective framework.

Chapter nine provides an overview of findings from the study and concluding comments.

1.2 The context for the research

The researcher is employed as an educational psychologist working in a north east London borough. From September 2003, the researcher was seconded to lead the co-ordination of a national initiative named ‘Extended School Services’.

This involved working with all 73 schools within the borough over the following three years to roll-out the initiative. Essentially, the work involved carrying out workshops with groups of schools to introduce the project and facilitate the schools to work collaboratively with other schools and partner up with other agencies, both from the voluntary and private sectors to provide activities, extended services and activities before and after the school day. A varied menu of activities including study support for example, homework clubs, arts and crafts.

Working on this project for a number of years enabled the researcher to be closely involved in a variety of additional activities made available by schools for children and their families. At the same time the researcher became interested in the area of PP, and in particular the study of well-being interventions.

1.4 Objectives context and justification of proposed research

The field of PP has grown and flourished since Martin Seligman first gave his inaugural lecture as president of the Association of American psychologists (1998). The term PP encompasses the study of positive emotions, positive strengths and character strengths and enabling institutions (Seligman, Steen, Park, and Peterson, 2005). Research in this area of psychology has contributed to the awareness and importance of using and developing strengths as well as cultivating positive emotions and well-being. Schools provide an ideal environment and opportunity to focus on developing the strengths and talents of their students.

"We cannot expect our children to become truly educated until we ensure that teachers know not only how to provide information, but also to spark the joy of learning. Teachers in primary schools are well placed to develop strengths, cultivate positive emotions and contribute to developing enabling institutions in the support students to flourish." (Csikszentmihalyi, Rathunde, and Whalen 1997, P.195)

According to Keyes (2003) 'flourishing' happens when we experience low levels of mental illness and high levels of emotional, psychological and social well-being. The importance of positive well-being is well documented and has demonstrated that engaging in particular activities has a significant impact on the well-being and happiness of participants. Researchers, (Seligman and Steen, 2005), have found that intervention strategies have a significant specific positive impact on well-being and happiness with a corresponding decrease in depression. Seligman, (2002) identifies at least three routes to "happiness", positive emotions and pleasure, relationships and engagement and meaning.

Research suggests that individuals vary according to the kind of life pursued. Peterson, Park and Seligman (2005), have found that the most satisfied people are those who guide their activities towards all three routes. Interventions to increase subjective well-being have shown that it is possible to enhance the well-being of the participants (Fordyce, 1977, 1983, Lyubomirsky, 2008).

The relationship between well-being and school success has been demonstrated and documented through several studies with children (Gilman, Huebner, 2003; Verkuyten and Thijs, 2002). Diener, (2005) an eminent researcher in the field of well-being suggests that more efforts to enhance subjective well-being were needed, along with rigorous methods to evaluate these interventions.

The PWBC developed for this research is based on evidence-based subjective well-being interventions. The curriculum consists of four modules; *Positive Experience*, *Positive Relationships, Positive Achievement and Positive Meaning*. The PWBC is designed to be delivered in twelve 90-minute sessions. Each session consists of strategies developed to enhance the well-being of children and is designed to be used with children aged 8 to 11 years, (year groups three-six).

The key objective of this research was to evaluate the impact of the curriculum on the well-being of the children in relation to life satisfaction and well-being as measured by the four standardised measures used in the study. Both impact and outcome are part of the evaluation process. It was expected that the children participating the PWBC programme would experience a positive impact on their well-being as demonstrated through standardised measures. The immediate outcomes would include the learning intentions as identified in each lesson plan, for example: To learn strategies to manage negative emotions, to realise the benefits of positive emotions, practice techniques of enhancing positive emotions of the past and future.

The newly developed PWBC was being evaluated for the first time and therefore it was not possible to predict how the children participating in the programme would respond to it. The impact of the PWBC was measured by administering standardised measures to the participating children.

Feedback of class teachers experience and perceptions of delivering the programme was also gathered through semi-structured interviews.

The importance of intervention strategies on well-being has been well documented, and demonstrates the significant impact these can have on well-being and subjective happiness and life satisfaction. Professor Seligman and his team of researchers have conducted 17 separate studies to evaluate the 'Penn Resilience Programme (PRP) over the course of 14 years (Seligman, Randal, Gillham, Reivich and Linkins, 2009). In the main, the studies were carried out to evaluate the programme in different schools across different states in North America using a randomised controlled design. The data was collected through participating students completing self-report questionnaires on effects on pessimism and depressive symptoms.
A meta-analysis of findings from these studies revealed there were benefits of the programme at immediately post intervention and as well as at six and 12 months (Brunwasser, Gillham and Kim, 2009). Although this research provided a large amount of empirical data across many schools over a number of years, it did not provide any information or insight into the complexity of perceptions and experience of the students taking part in the programme.

This current study has brought together a number of PP interventions and a way of addressing gaps published research. Pupils's perceptions of the curriculum were explored through self-report standardised measures to provide empirical data. The views and perceptions of the pupils were gathered through focus group discussion.

The research following questions of this study were addressed through carrying out pre and post-tests with the children participating in the study.

1. What impact does the well-being curriculum have on the subjective well-being of the children in the study?
2. How do children perceive the well-being programme?
3. Are there particular modules or strategies that are perceived more positively then others by the children?
4. How do teachers delivering the well-being curriculum perceive the curriculum?

1.5 The epistemological position

Epistemology in its broadest sense refers to one's worldview. The broad philosophical assumptions in this study espoused a pragmatic paradigm but also included a social constructionist paradigm. Pragmatism is not committed to any particular system of philosophy or reality (Creswell, 2003). A pragmatic approach enabled the exploration of the outcomes (the 'what happened') and the processes (the 'how') following the delivery of the PWBC intervention.

Social Constructionism views learning as being 'constructed' either individually or socially by learners. The existence of human life is viewed as a result of social and interpersonal influences (Gergen, 1985). It focuses on exploring the social influences that shape the individual and societies and the complexity and inter-relatedness of different aspects of individuals within their communities.

Both Pragmatism and Social Constructionism share certain common aspects. For example, both pragmatism and social constructionism views language and meaning making as a way of co-ordinating and making sense of shared human activities. Vygotskian constructionism (1980) and pragmatism both espouse a transformative ontology in terms of changing what one believes in relation to what exists or is real. Both study change and development of human activity.

> "….*Pragmatism could serve as a philosophical method to evaluate the multitude of ideas that emerge within a social constructionist framework"* (Hastings, 2002, p 719)

Braun and Clarke (2006) assert that there is neither an ideal theoretical framework nor an ideal method for undertaking research. Employing a mixed methods design allowed for pluralistic approaches to gain insight about the phenomenon being studied (Tashakkori and Teddlie, 1998). The phenomenon in relation to well-being that was the central to the current study may be defined as the pupil's feelings in relation to themselves and the feelings they had about their life in general.

The study aims to explore the impact of a range of proactive activities that previous researcher have found to have a positive impact on well-being. Factors which include positive emotions (Fredrickson, 2001); positive relationships, (Gable, 2004); the identification and building of personal strengths, (Peterson and Seligman, 2004).

A mixed methods design also allowed for the adoption of different epistemologies, assumptions and forms of data collection and analyses. In this study, the primary focus was the problem under investigation not the methods employed to gain the knowledge and solutions (Patton, 1990).

To summarise this section, the overall underpinning epistemology for this study was within a Pragmatic paradigm, but also adopted a Social Constructionist stance. The next section will briefly address the development and content of the PWBC.

1.6 The development of the Positive Well-being Curriculum

The PWBC developed for this research is based on evidence-based well-being interventions. The curriculum consists of four modules; *Positive Experience, Positive Relationships, Positive Achievement and Positive Meaning*. The curriculum was delivered in twelve 90-minute sessions. Each session is based on research findings and all class activities and homework activities are evidence-based in themselves. The curriculum contains strategies developed to enhance the well-being of children aged eight to eleven years, which are primary school years three-six. The development, content and delivery of the PWBC will be considered in detail in chapter 3.

1.7 Relevance and significance to educational psychology

The achievement agenda previously promoted by the government had emphasized raising achievement at the cost of the wider well-being of the child is now at last incorporated within the green paper (ECM, 2003).

Consideration is given to the need to provide support for the whole child not just an academic profile. One reason for this growing focus on well-being is certainly the increase in childhood and adolescent depression.

The UNICEF 2007 report indicates the UK as showing a deficit in the area of well-being. The recent Foresight Mental Capital and Wellbeing Project (2008) report referred to earlier (sub section 1.1) suggested 'five a day' recommendations, as interventions to promote well-being and ensure children flourish. In addition, there is a growing body of research demonstrating the benefits and positive impact of well-being. Happy people are more creative, able to multi-task and endure boring tasks. They are also more helpful and sociable (Lyubomirsky, King and Diener, 2005).

The recognition of the importance at a national level and the growing body of supporting evidence into the benefits of well-being all have relevance both for psychology and education (Huppert, Baylis and Kaverne, 2005).

The Foresight (2008) report recommends five key areas of focus (connect, be active, take notice, keep learning and give) to promote well-being. In keeping with these recommendations the PWBC aims through evidence-based activities to precisely address the emotional equivalent of 'five fruit and vegetables a day' for optimum emotional health.

The PWBC has been developed as a school-based intervention to promote and enhance well-being and in doing so provide for and support the achievement of all five ECM outcomes, particularly the strand which states: Enjoy and achieve.

Educational psychologists work in a framework of evidence-based practice. The proposed research will provide a contribution through the evaluation of intervention strategies for promoting children's well-being in a school-based context.

This will have relevance for teachers and colleagues based in multi- disciplinary locality teams in which many psychologists now work. The research will also have wider application to the practice of teachers and other professionals involved in working with children and young people to promote positive well-being.

This research has tested out the usefulness and effectiveness of the PWBC in a school context. Teachers and children taking part in the intervention indicated

considerable interest and engagement with the curriculum. Both teachers and children who have participated within the study have provided useful insights for improvements for both the teachers' manual and children's journal.

The strategies included in the PWBC have been brought together in one programme for a school-based intervention. As such this research study will provide an original contribution to the practice of educational psychology and educational professionals.

1.8 Summary

This chapter has provided an introduction of the research study and an overview of the context and rationale of the study. The epistemological position, research design and development of the curriculum that forms the intervention have been addressed. The relevance and benefit of this present research study to schools and the work of educational psychologists has also been discussed.

The next chapter provides a critique of the existing literature on well-being, focusing particularly on well-being interventions for children.

Chapter 2: Literature review

2.1 Overview of the chapter

This chapter presents a review of the research on interventions undertaken in the area of PP to enhance well-being and happiness in children and young people. The aims of the literature review were to discuss and critique interventions designed to promote well-being and happiness of primary aged pupils in a school context in order to identify:

1) PP interventions that had evidence to support their effectiveness,

2) Limitations within the current research studies,

3) Future direction for research and

4) How the research assisted in informing the framework and context of the present study and the development of activities within the PWBC.

Published research in the field over a fifteen year period was critically reviewed. Programmes that were delivered by class teachers in the familiar context of school alongside regular school activities were the particular focus of the review.

This chapter addresses the lack of consensus of an agreed definition of well-being within the field of PP and the importance of this in terms of measurement of well-being and the interpretation of data. Current methods of measuring subjective well-being are discussed. In the light of the extensive and existing growing international literature base on PP, particularly over the last five years, the search procedure and the selection criteria for the studies reviewed, is discussed. International and national initiatives to promote well-being are discussed in relation to their impact. Studies to evaluate well-being programmes in schools are reviewed and gaps identified in the literature to inform the development of a positive well-being curriculum.

Research questions to address the effectiveness of this curriculum as an intervention for promoting well-being are addressed. The chapter concludes with a summary of pertinent points raised in this chapter.

2.2 Introduction

Achieving well-being has been the concern of philosophers since Aristotle. Aristotle maintained that 'the highest of all good achievable is happiness'. (Nichomachean Ethics, section 1.4). Aristotle stated that hedonism and eudemonism both describe pleasure; however they are not the same. Eudaimonia denotes happiness and a worthwhile life. In the eudemonic paradigm, well-being is defined as meaning and purpose, and about developing oneself and self-realisation. The hedonic paradigm suggests that well-being is centered on pleasure and happiness, which is defined in terms of maximizing pleasure, positive affect and minimizing pain and negative effect (Aristippus, De Sade). In contrast, eudaimonic well-being, according to Aristotle**,** is determined by the focus on meaning and purpose, and about developing one's self realisation.

In recent years, the study of well-being has moved from philosophy to science. The importance of improving personal well-being has long been documented in psychological literature (Rogers, 1951, Maslow, 54).

The humanistic psychologist studies of self-actualisation and optimal functioning suggest that individuals have the power to develop themselves towards an optimal level of functioning. There is also a growing body of research in the field of PP on the causal factors around happiness and well-being. Research carried out by Diener and Seligman (2003) demonstrates that happy people are healthier, live longer; they enjoy good relationships and are more successful.

The question of how well-being should be defined, however, remains largely unresolved. This has given rise to broad definitions of well-being' (Forgeard, Jayawickreme, Kern, and Seligman 2011, p. 81). Within the research literature well-being is generally used to describe and overarching multidimensional concept regarding the quality of people's lives.

The United Nations International Children's Emergency Fund (UNICEF)) report (2011), for example, attempts to provide an overview of child well-being through the measurement and comparison of six dimensions: material well-being, health and

safety, peer and family relationships, behaviour and risks, and young people's own subjective sense of well-being.

There is agreement amongst researchers in the field that subjective well-being consists of cognitive and affective components (Diener, 1984): life satisfaction and positive and negative affect respectively.

Research into well-being has been growing in recent decades (e.g., Diener, Suh, Lucas, and Smith, 1999; Kahneman, Diener, & Schwarz, 1999; Keyes, Schmotkin, and Ryff, 2002; Stratham and Chase, 2010; Seligman, 2011). As interest in the measurement of well-being grows, there is a greater necessity to be clear about what is being measured and how the resulting data should be interpreted, in order to undertake a fair and valid assessment. Therefore, any new definition must go beyond an account or description of well-being itself, and be able to make a clear and definite statement of the exact meaning of the term. Consequently it is important consider and propose a definition of what constitutes well-being: 'a complex, multi-faceted construct that has continued to elude researchers' attempts to define and measure' (Pollard & Lee, 2003, p. 60).

In order to address the issue of definition, one needs to explore the underlying theoretical concepts from the field of PP that underpins the concept of well-being. Seligman in his inaugural address to the American Psychological Association (1998), proposed, 'changing the focus of the science and the profession from repairing the worst things in life to understanding and building the qualities that make life worth living… this new orientation PP'.

Seligman's contention was that prior to this, at least since the Second World War, psychology had been preoccupied with the negative aspects of life, the treatment of mental illness and psychopathology, operating within a 'disease model'. He argued that psychological theory and practice should be as concerned with strength as with weakness and as concerned with making the lives of normal people fulfilling as with healing pathology.

The proposal of PP is not a new idea, and was addressed by psychologists as far back as the 1950's, (Maslow, 1954, 1962; Rogers, 1951). Indeed Seligman and Csikzentmihalyi acknowledged their many distinguished predecessors, but

suggested that the work of their predecessors' although informative did not amount to an empirical body of research. Seligman (2003) identified three factors that contribute to happiness, well-being and flourishing:

- The pleasant life through positive emotion, gratification;
- The good life through absorption, engagement and 'flow', and
- The meaningful life through using your strengths in the service of something greater than yourself.

Seligman (2011), added achievement as the fourth path to happiness and well-being. More recently he has proposed the acronym PERMA, (positive emotions, engagement, relationships, meaning and achievement) to define the theory of well-being. However it is important to note that the PWBC intervention evaluated in this research study includes all five domains of PERMA, and was designed before the PERMA theory came in to being. The PWBC consists of four domains: Positive emotions (which includes the element Engagement), Positive relationships, Positive Meaning and Positive Achievment. In the PERMA model the domain of engagement is presented as a separate facet. The noteworthy point is that Seligman has included the elements of Achievement and Relationships to form the PERMA theory. All five elements are included in PWBC.

Practitioners and followers of PP are not without their critics (Held, 2004). Held, whilst not challenging the 'important contributions to psychological science made within the movement's ranks' suggests that 'the tyranny of the positive attitude may lead to a polarization of psychology into positivity and negativity'.

Aspinwall and Staudinger (2003) suggest that the study of positive states should not be misunderstood as a call to ignore negative aspects of human experience. The suggestion to give due regard to the whole experience of the human experience, is endorsed by Ryff and Singer (2003), who argue for the need to 'move beyond false dichotomies that separate positive and negative features of the human condition, to an appreciation of inevitable dialectics between positive and negative aspects of living'(p.271).

Those subscribing to PP would argue that PP does not dismiss the problems that people experience but rather complements and extends existing problem-focused psychology. The mission of PP therefore is to explore and research the factors that contribute to leading fulfilling lives, to thrive and flourish.

One of the challenges in PP is that of definitions and nomenclature. Many researchers working in this area refer to the focus of research as Happiness; others prefer to describe the concept as well-being. There are differing perspectives of what constitutes well-being. Diener and colleagues propose an emotional model which suggests that an individual's appraisal of their own lives captures the essence of well-being (Diener, 1994; Diener, Suh, Lucas, and Smith, 1999).

Ryff (1989) presents an alternative concept of psychological well-being, based on the integration of several theoretical domains: Self-acceptance, Positive relations with other, Autonomy, Environment mastery, Purpose in life and Personal growth. These were taken as a convergence of theories by previous researchers which include: Maslow's theory of self-actualisation, (1968), Roger's view of the 'fully functioning person, (1961), Jung's formulation of individuation, (1933) and Allport's conception of maturity (1961). Ryff suggests that many of these previous conceptualisations share similar features of positive psychological functioning. What is missing here is that these theories are not accompanied by 'credible assessment procedures'.

Social well-being is a further alternative concept put forward by Keyes, (1998). Keyes proposed that there are five dimensions of social well-being, namely social integration, social contribution, social coherence, social actualization, and social acceptance. The theoretical structure, construct validity, and the social structural sources of the dimensions of social well-being were investigated in two studies from data from a nationally representative sample of adults through the use of interviews and postal questionnaires. The research item and confirmatory factor analyses in both studies corroborated the theoretical model of social well-being concluding that social well-being is an achievement, facilitated by educational attainment and age.

Keyes (2002) argues that well-being is not simply an absence of mental illness but the presence of positive levels of feelings and psychosocial functioning. He proposes that well-being is about flourishing rather than languishing.

Keyes suggests ‘flourishing is to be filled with positive emotion and to be functioning well psychologically and socially’ and languishing as ‘emptiness and stagnation’ (p210). The presence of both eudaimonic and hedonic well-being is flourishing, whereby hedonic well- being is described as being satisfied with one’s life and positive affect in life. Eudaimonic well-being is the presence of psychological and social well-being.

Keyes (1999, 2002) suggests that the presence of several factors signifies mental health. These are: Contribution to society; Social integration; Social growth and potential; Acceptance of others; Social interest and coherence; Self-acceptance; Environmental mastery; Positive relations with others; Personal growth; Autonomy; Purpose in life.

The consensus amongst psychologists working in the field of PP is that they are involved in researching and investigating conditions that encourage human flourishing. This includes research on management of emotions, positive relationships, exercise and meditation. It may thus be helpful to conceptualise well-being as an accumulation of many factors that contribute to an individual experiencing a positive sense of well-being and is well captured by Barbara Fredrickson (2011).

Well-being encompasses all aspects of health, psychological, physical and social, so it’s a very useful aggregate term to capture high functioning or functioning that can be qualified as satisfying or productive on all those different domains (Fredrickson, 2011.p.333).

Subjective well-being is a term coined by Diener, (1984) a leading researcher in the field. His research has led him to suggest that there are three components to subjective well-being: positive affect, (pleasurable feelings), negative affect, (painful feelings), and life satisfaction, (how one’s life measures up to aspirations and goals). Diener believes that by using these components it is possible to measure well-being, maintaining that the measure has ‘construct validity’ and is constant over time. He also suggested that these components are correlated with certain personality traits.

One limitation of this argument is that the results obtained in Diener's research were dependent on self- reports. It could be argued that the participants in the study did not provide an accurate assessment of their state of well-being and possibly provided socially acceptable responses. Argyle suggests that the weakness of 'subjective measures is that they are affected by the effects of expectation and adaptation, so that we don't know how far to believe the score'. (2001, p19)

A further argument is provided by Kahneman (2006**),** is that what one experiences in the moment may not actually be recalled later in the day, due to the nature of the mind which is always reinterpreting data. Kahneman makes the distinction between the 'remembering self 'and the experiencing self'. He suggests that most subjective well-being measures are dictated by the remembering self, and for that reason we may not get an accurate assessment of the actual experience of being happy or not.

Thus the concerns about how and what (life satisfaction, positive affect, negative affect) to measure in an attempt to measure subjective wellbeing. In the main subjective well-being is measured by self report scales. Diener, Ingllehart and Tay (2013) suggest that as well as conducting large scale studies in order to demonstrate generalisations for a particular group of individuals that there was a need for researchers to also conduct smaller and more focused studies to validate and affirm the information gathered through self-report scales.assessme. Research conducted by Diener and colleagues has (Diener, 2000; Diener, Sapyta and Suh, 1998), has shown that subjective well-being is valued by college student: valued over and above other items such as income, health, and love (Diener, Sapyta and Suh, 1998), has

Positive education is defined as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school.

There is substantial evidence from well controlled studies that skills that increase resilience positive emotion, engagement and meaning can be taught to school children (Seligman et al., 2009, p.293.).

More recently there has been call from researchers (Kahneman ,2004; Diener; layard) for continue to measure subjective well-being and work with poicy makers to explore and influenc changes in policy to improve well-being of individuals, their families and communities. Kahneman and colleagues (2004) recommend the use of daily reconstruction measures for research in areas that are relevant to policy because they can tie well-being scores to particular activities and events, to not only examine which individuals enjoy positive well-being but also to explore when and why individuals experience more or less subjective well-being.

Psychologists should also be actively involved in helping policy leaders interpret subjective well-being scores. For example, leaders will require help to decipher the meaning of ethnic and sociodemographic differences in the scores. Similarly, policymakers will need help in understanding causal direction, for example, whether unemployment causes or results from subjective well-being, or both. Psychologists should have special expertise in collecting and interpreting measures, as well as in improving the scales and indicating their limitations (Diener,2015).

Since the launch of PP in 1998 and the subsequent seminal article (Seligman and Csiksentmihalyi, 2000), there has been a plethora of publications and many websites on the subject (Linley and Joseph, 2004; Boniwell, 2006; Lyubomirsky, 2007; www.actionforhappiness.org; www.authentichappiness.org).

This has inevitably led to) many definitions of PP provided by key researchers in the field. The key points which encapsulate and define PP are: the study of optimal human functioning, (Seligman, 1999); the study of positive emotion and positive traits and strengths (Seligman and Peterson, 2004); considering and identifying factors which may help to promote well-being and fulfillment, (Linley and Joseph, 2003).

In the last few years, the United Kingdom Government and international as well as national research initiatives have taken on the importance of promoting well–being within the general population).

The New Economics Foundation (NEF) commissioned by the Government's Foresight project on Mental Capital and Well-being (2008), developed a set of evidence-based actions to improve personal well-being. The report presented the

evidence and rationale between each of the actions, drawing on a wealth of psychological and economic literature.

The 2008 Mental Capital and Well-being Project aimed to analyse the most important drivers of mental capital and well-being to develop a long-term vision for maximising mental capital and well-being in the UK for the benefits of society and the individual (Dfes,2008). The definition suggested by The Mental Capital and Well-being Project best defines well-being and has been adopted for the purposes of the present research study.

*The concept of well-being comprises two main elements: feeling good and functioning well. Feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristic of someone who has a positive experience of their life. Equally important for well-being is our functioning in the world. Experiencing positive relationships, having some control over one's life and having a sense of purpose are all important attributes of well-being (*New Economic Foundation*,* 2008, P.1).

2.3 Measuring well-being

The established method of measuring subjective well-being is through self-report surveys in which respondent's judge and then report on life satisfaction, the frequency of pleasant affect, or the frequency of unpleasant emotion. Diener et al. (1985) research used a simple 'Satisfaction Life Scale' consisting of five simple sentences:

In most ways my life is close to ideal

The conditions of my life are excellent

I am satisfied with my life

So far I have gotten the most important things I want in life

If I could live my life over, I would change almost everything

Respondent's' were offered seven point scales for each item, from which they chose from strongly agree through to strongly disagree categories. The rationale presented

by the researchers was that respondents are in the best position to judge and report on their experience of well-being as they are the only ones able to experience their own pain and pleasure.

Research by Sandvik, Diener and Seidlitz, (1993) demonstrated that self –report scales designed to measure subjective well-being usually correlate with subjective well-being as measured by other methods.

However, given this result there are potential limitations with self-report measures including report bias and memory bias. This has led researchers to explore and develop other methods to measure subjective well-being. These include the ability of respondents to recall positive versus negative events in their lives. Non self-report methods have their own limitations. It would seem that a more accurate measure of subjective well-being would be to use several methods together to eliminate a number of the challenges with response bias. Current measures of well-being reflect the broad conception of hedonism (Ryan and Deci, 2001).

Samman (2007) suggests that within the field of well-being there is a common distinction between subjective well-being, (hedonic) which includes happiness, life satisfaction, and positive and negative affect, and psychological well-being, (eudaimonic) which includes a sense of purpose or meaning, and personal growth.

The Office of National Statistics (ONS) was tasked with mapping out well-being across the UK: *Subjective Well-being: The science of happiness and a proposal for a national index* (ONS 2011). Four additional well-being questions were included in the ONS Annual Population Survey of 80,000 UK citizens over the age of 16, from April 2011. The initial data was collected during the period April through to September. The questions were designed to explore three aspects of well-being: evaluative (*How satisfied are you with your life*?), eudaimonic, a sense of meaning and purpose, (*To what extent is your life worthwhile*?) and experiential, (*How happy did you feel yesterday?* and *How anxious did you feel yesterday*?). Respondents were asked to choose from a scale 1-10. Analysis of the data was published in the first annual report *Life in the UK, 2012.* The report revealed that people's life satisfaction has remained broadly stable over the course of the last ten years. The

data also showed that average well-being was related to average levels of household income.

The ONS has also published a national well-being wheel of measures which shows key statistics for different aspects of the well-being of the people living in the United Kingdom, which include: individual well-being personal finance, health relationships.

The thinking behind gathering and publishing the data was that the public would be able to see at a glance comparative results across the UK and make informed choices about their lives. An additional rationale was that a complete picture of national well-being would lead to a better understanding of the impact of policy on well-being and inform future policy making.

The discussion so far has demonstrated the challenges for psychologists to not only conclusively define well-being but also to measure it. Many of the research studies attempting to measure well-being have relied on quantitative methods of data collection and analysis of the responses of large numbers of participants to questionnaires.

In spite of these difficulties, there is a substantial body of research (Fredrickson, 2001; Peterson and Seligman, 2004; Seligman, 2007) which documents the benefits of well-being and interventions to promote and enhance positive attributes to enable an individual to thrive and flourish. This has led to the application of PP in schools and colleges through the development and delivery of well-being programmes.

Well-being programmes aim to promote and develop the skills of well-being and optimal functioning in children and young people. Programmes have been developed by researchers across the globe, with the majority of empirical research, being carried out in the USA, the birthplace of PP. The next section describes the search procedure employed to conduct the literature review.

2.4 Search procedure

Fink's (2005) guidelines on the steps involved in undertaking research literature reviews were employed. The first step involved a broad formulation of the research

questions. In order to generate a comprehensive list of potentially relevant journal articles and books the electronic database EBSCO was used to access the following databases**:** Academic search complete, British Education Index, Child development and Adolescent studies, Education Abstracts Education Research Complete, ERIC.

In addition Government based websites were used: DfE and Health Professional websites and Conference proceedings on PP. Free online databases such as Google scholar were also utilized. The search was limited to peer reviewed journal articles published In English from 2000-2015 encompassing a fifteen year period. These cut off points were chosen to provide a large pool of potential articles, and to ensure no relevant studies were inadvertently overlooked given the growth in the field of PP since 2000.

Key search terms such as: *well-being, school-based intervention, school-based intervention programmes and* combinations of these were chosen. Related searches were undertaken through hand searching to ensure account had been taken of "grey" literature (Petticrew and Roberts, 2006).

Books devoted specifically to the topic of PP such as: The Handbook of PP (Snyder and Lopez, 2005) PP in Practice (Linley and Joseph, 2004), PP in a Nutshell (Boniwell, 2006) were also include. Additionally personal communication was undertaken via email with leading researchers in the field of PP to ensure that any unpublished work or in press was not overlooked. These included Professor Martin Seligman, Dr Ilona Boniwell, Professor Ed Diener and Professor Felicia Huppert.

A total of 130 studies were retrieved as a result of these searches undertaken between 2000 to 2015 (searches were undertaken, 2007,2008, 2012, and 2015) The next section provides an account of the inclusion and exclusion criteria employed as practical and methodological screening procedures for selecting articles for the review.

2.5 Application of practical and methodological quality screening procedures

The following practical screening criteria were applied to the 130 retrieved studies for the purpose of this review. Given the aims of the literature review, it was necessary to adopt clearly defined and specific criteria for the studies to be included in the review. These are provided below:

- The publication language was English.
- The focus was on teacher-led school-based well-being programs
- The participants were school aged children and young people as opposed to college students.
- Programmes were delivered over a number of weeks
- Adequate information was provided in terms of design, sampling, data collection, intervention, descriptions data analysis and results.
- The inclusion of some outcome, conclusion and/or recommendations.

Applying these criteria research articles were excluded on the following grounds:

- Provided descriptions or opinion based reviews of programs without any outcome measures.
- Studies that referred to children with specific disabilities.
- Studies related to specific targeted groups of children e.g. children whose parents had separated or divorced.
- Studies related to prevent specific health concern, e.g. childhood obesity.
- Studies related to specific interventions e.g. mindfulness-based interventions.

A total of 108 studies were excluded from the original 130 studies as they did not meet the inclusion criteria. This left a remainder of 18 studies that were identified for the purposes of the review and these are indicated in the references section by an asterisk. Figure 1 provides a Flowchart (adapted from Fink, 2005) to illustrate the steps undertaken in conducting the literature search.

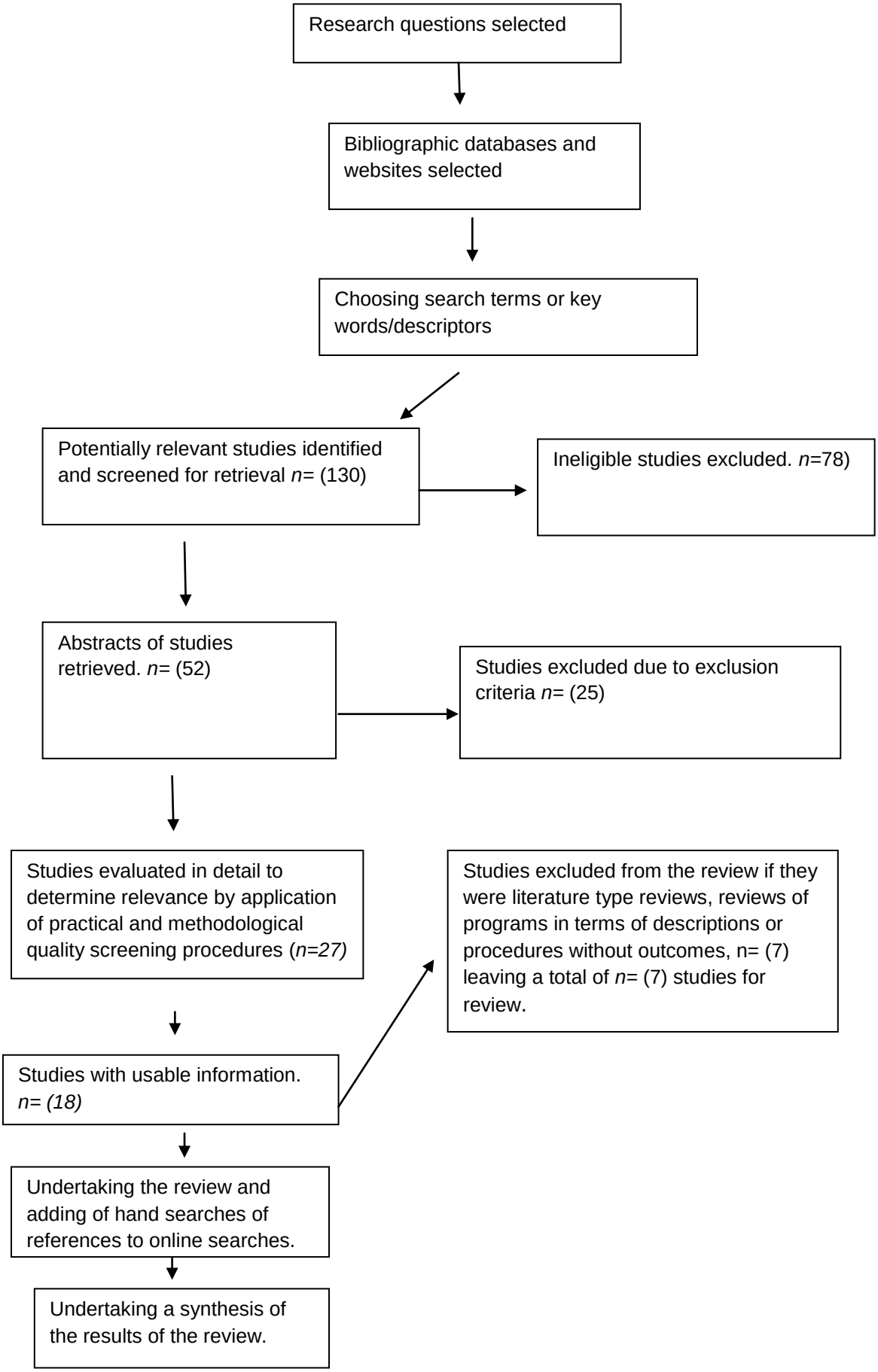

Figure 1: **Steps under taken in conducting the literature research**

The next section describes the procedures employed to evaluate the studies selected for review. In order to critically evaluate the studies, suggested checklists by Fink (2005) were used to analyse the studies according to various dimensions such as research study, key research questions or hypotheses, methodology, reliability and validity, findings, conclusions and recommendations. The next section provides a critical review of the studies.

2.6 Discussion and critical review of studies

The review was grouped according to two areas. The first area for review (section 2.7) focused on the impact of policies and international and national initiatives to promote well-being. The second area for review (section 2.8) involved a critique of the selected research to promote well-being through school based well-being programmes.

The Children's National Service framework (NSF, 2003) standard 9 describes how 10-15% of children and young people experience difficulties to a degree that would meet the criteria for a clinical diagnosis of a mental disorder, and a similar number of children have less serious problems that would benefit from some help. The NSF document states a desire to see 'an improvement in the mental health of all children and young people' (DoH, 2004). The report estimates that around two million children need intervention to improve emotional well-being, mental health and resilience.

A number of policy initiatives have, in recent years, emphasized the importance of the role that schools play in increasing pupil well-being. For example Personal, Social and Health Education (2000) Every Child Matters (2003) National Healthy Schools Status (2005). In addition the Ofsted Inspection Framework (2009) included social and emotional well-being as a key indicator. The Every Child matters (ECM, 2003) initiative launched by the previous Labour government stated the need for programmes which support children's enjoyment and achievement and their ability to make a positive contribution to their communities.

.The need to improve mental health services for children and young people was also acknowledged in The Children's National Service Framework (2005). Both of these policy initiatives emphasized the need for professionals working in health, education and social services, youth offending and voluntary sectors to jointly plan and commission and implement Child and Adolescent Mental Health Service (CAMHS) service delivery to meet local needs. The National Healthy Schools Standard incorporated guidance on the need to equip pupils with skills to understand their own and others' emotions (DfEE, 1999). The policy, Narrowing the gap, identified the most vulnerable groups in relation to each of the Every Child Matters, outcomes (DCSF, 2007) while The Children's Plan, stated one of its intentions was 'to secure the well-being and health of children and young people' (DCSF, 2007).

Mental health services are undergoing a period of review and transformation. The amended by the Mental Health Act (2007), supports the development, quality and accessibility of mental health services to need. Recommendations from National CAMHS Review (2008) draw attention to the need to ensure that schools are given clear advice, guidance and support to 'promote children's mental health within school settings from both health and educational psychology services' (National CAMHS Review Interim Report 2007). A review of the evidence on the effectiveness of school-based and out-of-school programmes: *Social and emotional learning Skills for life and work* was produced by the World Health organization Collaborating Centre for Health Promotion Research and the National University of Ireland (2015) highlights implications for developing practice and policy across schools and out of - school settings.

The Education Act 2014 has removed the requirement to inspect and report on well-being and community cohesion. It is interesting to note this omission given that the 2009 framework clearly recognized that the school's role was wider then their central mission of achievement of pupils and support for pupils to achieve their potential**.** It recognized that pupils' confidence, social skills and resilience not only contributed to their achievements but were important in their own right (Ofsted, 2009). In November 2010 the Prime Minister of the UK, David Cameron launched an initiative on general well-being (GWB and not GDP) and happiness index, highlighting the importance of improving society's sense of well-being.

2.6.1 Policy initiatives and Legislation

A number of policy initiatives have, in recent years, emphasized the importance of the role that schools play in increasing pupil well-being. For example Personal, Social and Health Education (2000) Every Child Matters (2003) National Healthy Schools Status (2005). In addition the Ofsted Inspection Framework (2009) included social and emotional well-being as a key indicator.

The Every Child matters (ECM, 2003) initiative launched by the previous Labour government stated the need for programmes which support children's enjoyment and achievement and their ability to make a positive contribution to their communities. The need for prevention programmes was emphasized in the ECM guidelines. The need to improve mental health services for children and young people was also acknowledged in The Children's National Service Framework (2005). Both of these policy initiatives emphasized the need for professionals working in health, education and social services, youth offending and voluntary sectors to jointly plan and commission and implement Child and Adolescent Mental Health Service (CAMHS) service delivery to meet local needs. The National Healthy Schools Standard incorporated guidance on the need to equip pupils with skills to understand their own and others' emotions (DfEE, 1999).

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The 2007 UNICEF report on children's well-being in 21 developed countries reviewed six key dimensions: Material wealth, Health and safety, Educational well-being, Family and peer relationships' Behaviours and risks and Subjective well-being. The purpose of the review was to enable comparisons to be made and contribute to discussion and development of policies to improve children's lives. The findings of the report placed young people in the UK at bottom of the league for five of the six dimensions reviewed.

The more recent report (UNICEF, 2011), states that the results of the 2007 report was 'a shock and wake up call for UK. In the 2011 report the United Kingdom is placed 16th out of 29 countries in the new UNICEF league table of child well-being. This is a move up from bottom of the league of 21 counties in 2007. The report findings reveal that 86 per cent of children in the UK reported a high level of life satisfaction.

Morrow and Myall, (2009) suggest the UNICEF report exemplifies a deficit model and that the report seeks to demonstrate negative aspects of children's experience. An additional limitation of the study is the use of secondary data received from individual countries and as such care need to be taken in making cross-national comparisons (UNICEF, 2007).

In (November, 2010), the Prime Minister of the UK, David Cameron launched an initiative on general well-being (GWB and not GDP) and happiness index, highlighting the importance of improving society's sense of well-being.

The NHS Commissioning Board was established in October 2012 tasked by the Government to ‘work out what to be done to improve children and young people’s mental health and well-being’ (NHS England, 2014).

Given the strong drive from policy initiatives for Local authorities and schools to take a proactive role in promoting the well-being of all children (Personal, Social and Health Education, 2000) Every Child Matters, 2003; National School Healthy Schools Programme (NHSP, 2005), there is no clear evidence that these policy initiatives have led to an increase in the well-being of children. For example evidence from evaluation of the National Healthy Schools programme indicates that the ‘NHSP was a useful facilitator of change at a school level though it is as yet unclear whether or how changes at a school level transfer to pupil level outcomes (2011).

A key challenge with these initiatives and any evaluations appears to be the lack of a consistent definition of well-being within the various policy initiatives. Ereat (2008) notes that the term was applied in two different ways: as a holistic goal that could improve life, or as an outcome that could be defined and measured. This may in part account for the difficulties in designing intervention programmes to promote well-being in schools.

There also appears to be a lack of distinction or blurring between meeting mental health needs and a more universal concept of well-being for all children (i.e. a sense of feeling good about ourselves, or having good mental health). The emphasis of legislation to drive the improvement of well-being is clear. Well-being can be improved by social policies which encourage the development of positive attitudes and positive behaviours (Foresight, 2008). There is a need for a life-course perspective. Interventions can be affective at any stage, but the greatest benefits are likely to occur in the early years.

Well-being is influenced by a variety of factors, and is an outcome of ‘complex and interactive predispositions, experiences, processes and values’ (Roffey, 2015). Research has shown that well-being can be improved by our own actions (Fredrickson, 2001; Seligman, 2005; Emmons, 2007).

The next section provides a review of the 18 studies identified during the literature search. In order to provide a description of the procedures employed to evaluate the selected studies, the suggested checklists by Fink, (2005) were employed to provide a comprehensive review**.**

2.6.2 School-based Well-being programmes

Seligman et al., (2009, p.293) make a strong case for teaching happiness skills in schools as an antidote to tackling the high prevalence of depression among young people. He argues that there is substantial evidence from well controlled studies that skills that increase resilience positive emotion, engagement and meaning can be taught to school children.

A summary of research findings, of programmes conducted in the U.K, U.S.A., Australia and Europe together with a critique of the methodologies employed is provided in the following sections. The research is analysed according to four dimensions: i) geographic locations of the programmes, ii) research focus, iii) methodology and iii) outcomes and iv) maintenance and transferability of the findings.

The studies were grouped into three categories in relation to the key research focus of the intervention programme: Promotion of well-being i.e. increases resilience; Prevention/reduction of negative factors i.e. depression/anxiety and Teaching coping skills.

Research focus 1: Prevention/reduction of negative factors i.e. depression

The Penn Resilience Programme (PRP) was designed to increase resilience and promote optimism, adaptive coping skills and effective problem solving through the application of principles of cognitive behavior therapy. (Reivich and Shatte, 2003, Reivich et al. 2005, 2007, 2009). The programme was designed to be delivered to students for 12 sessions of 60-90 minutes.

Students are taught to monitor their beliefs and evaluate their accuracy in accord with the Antecedent Behaviour and Consequences (ABC) therapy model (Beck, 1976; Beck et al., 1979).

The programme was also based on the 'seven learnable skills of resilience, teaching children to analyse problems, empathy, self-efficacy and how to reach out or try new things (Reivich and Shattee, 2002). Initial studies were conducted by the programme developers and their associates (Jayox et al. 1994; Gillham et al., 1995). Many studies also included longitudinal follow-up research (Gillham et al., 1995; Roberts et al., 2004; and Cardemil et al., 2007).

PRP has been evaluated in at least 17 controlled evaluations with more than 2000 children and adolescents between the ages of 8 and 15. Taken together the evidence from existing studies suggests the programme prevents symptoms of depression and anxiety (Brunswasser, 2009). Participants reported fewer depressive symptoms at post intervention and both at follow-up compared with the control group participants. Findings from the initial study showed that the Penn Resilience Program prevented depressive symptoms and reduced clinical risk, through two years of follow-up to the initial study (Gillham, Reivich, Jaycox, and Seligman, 1995).

Reivich and colleagues also found that in studies that included long-term follow ups, maintenance effects of the programme were sustained for two or more years (Gillham et al., 1995, 2007). The researchers recognized and reported that within some of the studies there were some 'inconsistencies", namely that four studies found no significant effects of the intervention (Gillham, Brunwasser, and Freres, 2008). Brunwasser, Gillham and Kim (2009) suggest that the inconsistent results from the PRP evaluations may be due to within and between study differences in participant characteristics as PRP has been evaluated with both targeted and universal participant samples.

In addition the inconsistent findings may be due to within and between study differences in the characteristics of the adult delivering the programme. In some studies the programme was delivered by the members of the research team and in other studies the program was delivered by school staff or community health providers.

Members of the PRP team (Reivich, Gillham and Seligman, 2009) suggest that the reason for the inconsistent findings may be in part due to the level of training and supervision received by the programme facilitators.

A review of the PRP (Gillham, Brunwasser and Freres, 2008) showed that the intervention effects were greater when delivered by the PRP team or associates of the team and conversely Smaller intervention effects were noted in groups where the intervention group leader had received minimal training and supervision.

Researchers working with the original Pennsylvania Centre have taken the PRP further afield, conducting studies in Australia (Pattison and Lynd-Stevenson, 2001; Qualye et al., 2001). Pattison and Lynd-Stevenson used a randomised control study with a sample of 63 pupils in primary school (years 5 and 6). Data was collected pre and post intervention and again at 8 month follow-up. The aim of the study was to prevent depressive symptoms and reduce anxiety. The data did not indicate that the intervention had an impact on achieving the stated aims.

Similarly Qualye, Dzuirawiec, Roberts, Kane and Ebsworthy, (2001) evaluated the effectiveness of the programme using a sample of 47 year 7 pupils (11-12 years) in an all-girls private school. Data was collected pre and post the intervention and again at 6 month follow-up through self-report questionnaires. Findings indicated that there was a reduction in depressive symptoms in the intervention group as compared to the control group, although these findings were not statistically significant. The research findings lead the researchers to conclude that the programme had provided valuable skills to the pupils as they made the transition to high school.

The lack of significant findings may be in part be explained by the limitations of the study which include: small sample size, there was poor attendance to the intervention sessions (49%); additionally the sample size was further reduced through attrition (19.1%).

Cardemil et al., (2002, 2007) conducted two very interesting studies: the second of studies builds on the findings of the first study. Both studies used a randomised control design with pre- post and follow up data using self-report measures.

The initial study (Cardemil, 2002) was conducted in two schools with intervention and control groups assigned randomly. An interesting feature which emerged from the sample was that one school had a population of pupils of African American heritage and the other school had a predominant Latin American population. Having noted this difference in population the researchers were interested to see if there were different intervention effects for the two schools. The findings showed that there were positive effects for up to 6 months follow-up for the intervention group in the school with majority of pupils with Latin- American heritage: fewer depressive symptoms, fewer negative automatic thoughts, and fewer hopelessness thoughts. There were no significant findings for the intervention group from the school with pupils with African American heritage.

Given the findings from the first study and given the interesting demographic breakdown of the sample, the researchers undertook to repeat the study, (Cardemil, 2007) with the addition of increasing the follow up time to two years; data was collected pre and post intervention and again at intervals of 3,6 and 12 month**s**. It was the intention of the researchers to explore whether there would be any change in the effect of the intervention in the longer term for the African-American pupils. In all other aspects the study design remained the same as the initial study: random assignment of pupils to control and intervention group. The sample consisted of 168 pupils, 55 from the school with 77.2% Latin American pupils (Intervention group-25, Control group-28), 115 from the school with 98% African –American pupils intervention group-50 and 65 in the Control group).

The researchers modified the original PRP (Jaycox et al. 1994), to ensure that it was culturally relevant for the pupil sample. As in the first study findings showed beneficial effect for pupils of Latin-American heritage. There was no differentially beneficial effect of the intervention for pupils with African- American heritage.

Limitations of the study were addressed by Cardemil and colleagues (2007). They suggested that the sample from just two schools provided limited generalizability. Additionally the demographic breakdown of the two schools provided a statistical confound between race-ethnicity and school thus making it difficult to detangle the intervention differences between the two schools as being culture or school specific.

Furthermore the self-report measures used have not been well-validated with low income, racial/ethnic minority children. An additional limitation of the study was the lack **of** data with regard to pupil's experience of the programme through focus group or interview with participants. This may have provided useful insights of the experience and perceptions of the pupils from the two schools.

Chaplin et al., (2006) compared the effects of PRP on an all-girl intervention group with a co-ed intervention group with a cohort of 208 pupils. They conducted a study with two intervention groups and one control group. They did not include an all boy intervention group as previous studies had shown no beneficial effects of the PRP on an all boy group. The 12-week intervention was delivered by school staff and researchers in 90 minute sessions after school. As with the other studies pre and post data was collected with a 12 month follow up. Findings showed that girls in the all-girl PRP intervention group showed more improvement on the measure for hopelessness and on attendance to sessions then girls in the co-ed group.

Both single sex and co-ed groups showed an improvement in depressive symptoms. The study demonstrated positive outcomes for girls across both intervention groups raising implications for inclusion of all-girl groups for depression prevention programmes. This is an interesting finding, however, as the researchers note they used a one tailed test to analyze for hopelessness, if a two-tailed test would not have given a result of significance of $p<.05$ level. Also as content and process were not evaluated; it is not possible to say with confidence which factors contributed to the girls benefitting more across outcomes.

Additional limitations of the study included an initial sample that was small and this was further compromised by the low response to questionnaires sent by post at 12 month follow up. The study sample was predominantly middle class monoculture Caucasian, and for this reason had limited generalizability. The study raises some interesting issues with regard to delivering programmes to single sex groups and the need to ensure the programme content and process are inclusive of social and cultural contexts.

Gillham et al., (2007) also compared two intervention conditions: one intervention received the PRP programme and the second intervention group received the Penn Enhancement Program (PEP; Reivich, 1996; Shatte; 1997).

A sample of 697 pupils in three middle schools was randomly assigned to any of the three conditions. The effects of the intervention were evaluated through assessment of depressive symptoms post intervention through three year follow-up. Findings showed that there were no intervention effects on the average level of depressive symptoms.

A possible strength of the PRP is that the initial studies of the programme were conducted by the same researchers that had designed and also delivered the programme in schools. It can be argued that this would ensure the greater fidelity of the intervention.

However a limitation of the initial research is that it was also funded by the researchers conducting the research. A bias in relation to the source of financial support and a need to report the effectiveness of the programme cannot be overruled. Therefore a conflict of interests cannot be completely ruled out in terms of the reporting of positive results for the programme by the original research team. A limitation of the research may be in the focus of the study, namely that the focus was to reduce depression and anxiety symptoms as opposed to enhancing well-being.

The meta-analysis of the PRP demonstrates the effectiveness of the programme to decrease depression and anxiety levels in students (aged 10-14), which also indicate a long-term effect. However, although the programmes demonstrated alleviation of depression and anxiety symptoms, the programme did not demonstrate an enhancement or increase in positive well-being.

Given the focus of many of these studies, it can be argued that PRP does not provide the skills necessary to enhance well-being. The absence of depression or anxiety symptoms alone does not indicate positive well-being. Furthermore, the PRP is delivered in small-groups after school by multiple facilitators, not a school-based programme delivered by school staff. This inevitably has implications for embedding such interventions within the school curriculum and embedding the teaching of well-being as part of the school ethos.

The PRP was taken up by three local authorities in the UK with children in year 7, aged 11-12) and came to be known as *The UK Resilience Programme* (UKRP). Teachers travelled to the PP Centre at the University of Pennsylvania to receive

training in July 2007. This was a pilot project initiative by the Department of Children, Schools and Families (DCFS), led by Lord Layard, to introduce the programme in the U.K. The UKRP was the first large scale use of the PRP. Programmes were set up in schools in three Local Authorities: South Tyneside, Manchester and Hertfordshire. The programme was delivered through a series of workshops for year 7 students, in 22 secondary schools during the academic year 2007-2008.

Key elements of the UKRP included the ABC model, which illustrated possible thinking patterns around the Activating event or adversity in a given situation. Beliefs around this event and finally consideration were given to behavioural consequences. Students were taught the model as a means of generating alternative ways of thinking and behaving in relation to a given situation (Ellis, 2003). Additional elements of the programme included the DEAL (Describe, Explain, Ask and List), model which provided students with a framework of learning skills of assertiveness. Another component of UKRP was the development of negotiation skills through a framework: Be Wise, Compromise (Seligman, 2007). In short the UKRP is the 18-hour PRP with minor changes: examples provided in the course text, and adaptations made in the vocabulary used.

Evaluation of the programme was commissioned by the DCSF. Pre- and post-test information was collected from students participating in the programme workshops and the control group. The interim report, offered preliminary findings of the evaluation, which indicated a positive impact on reducing students' depression and anxiety symptoms (DCSF, 2009). A final report was submitted to the DCSF in December 2010.

Teachers from the participating local authorities received training from the original creators of PRP. The assumption being, that as facilitators of the programme they would be fully conversant with the salient components and therefore be best placed to deliver the programme to a high level of fidelity. However, there was considerable variation in the way schools and facilitators organised the programme due to constraints posed by the programmes' need to be taught in groups of no more than 15 students. This proved logistically problematic for certain schools. The strength of UKRP was that that the evaluation was conducted by an independent group of researchers commissioned for the study.

Evaluation of the UKRP was conducted by Challen, Machin and Gillham (2014).The primary focus of the study was to assess the effectiveness of the programme in reducing depressive symptoms, in addition to test whether the UKRP could be delivered by school staff. The sample consisted of 2,844 pupils aged 11-12 from 16 mainstream school. Pre and post measures were taken from both the intervention and control group (1,000 pupils in Intervention group, 1,844 pupils in the Control group). Follow up data was collected at one yearly interval.

The results showed that the UKRP produced small, short-term impacts on depression symptoms and did not reduce anxiety or behavioral problems. Challen and colleagues concluded that the findings suggest that interventions may produce reduced impact when delivered by school staff.

Strengths of the study included the large sample size drawn from a number of schools from three different regions. The design and methods for data collection and analysis were robust involving pre- and post-intervention data from both the intervention and control groups and again two follow up periods.

The limitations of the study were addressed by Challen and colleagues (2014). They suggested that the small and short-lived impact on students' symptoms of depression may have been due to the lack of sensitivity of the Children's Depression Inventory (CDI; Kovacs, 1992). The researchers reported that only 6% of the intervention sample showed scores which indicated significant symptoms of depression and as there was little room for the students to improve this resulted in a strong floor effect.

Although the evaluations of the PRP have shown the programme to be effective, the impact has been to reduce negative factors and thereby indirectly impact well-being. It does not contain 'intentional activities to cultivate positive feelings, behaviours and cognitions' (Sin and Lyubomirsky, 2010).

Sochet et al. (2001) evaluated the *Resourceful Adolescent Program* ((RAP-A), a universal manualized prevention programme designed to be used with adolescents (Shochet, Holland and Whitefield 1997) which includes both cognitive-behavioural and interpersonal approaches delivered through 11 weekly sessions. The study design included two intervention groups, one group received the RAP-A programme,

the second intervention group received RAP-A too and in addition parents of the second intervention group received *Resourceful Adolescent Program-Family* (RAP-F), a three session parallel programme for parents. The third group served as control group. The study was conducted with 260 year 9 pupils in a large secondary school **in** Brisbane, Australia.

The program delivery was conducted by a team of psychologist**s** (experienced psychologists and psychologists in training). Training and supervision was provided by members of the research team. Data was collected pre- and post-intervention and at 10 month follow-up intervals. Pupils also completed a process evaluation questionnaire. Findings revealed significant intervention effects for both RAP-A and RAP-F; a greater decrease in depressive symptoms, post intervention and at the 10 month follow up.

The researchers hypothesised that there would be a greater intervention effect for the intervention group for which the parents had received the RAP-F parallel to the RAP-A programme received by the pupil group. However, there were no significant differences obtained between the two intervention groups. The researchers suggest**ed** that this may have been due to the low attendance rates of the RAP-F by the parent group, and for this reason no definitive conclusions were drawn as to the value of including parents in prevention interventions for pupil depression.

Strength of the evaluation was the process evaluation conducted with the participants, this provided information from the participants as to the usefulness of the programme. Another potential strength of the programme was to explore the effect of providing a parallel programme for parents.

However, due to the low take up by parents it was not possible to explore this aspect. Further strengths of the study lay in the researchers aim to establish whether the constraints of the school context and environment, such as timetabling issues would reduce the fidelity of implementation of the programme.

This was addressed through the completion of a checklist by the facilitators, to indicate that they have covered specified content areas of the programme. Ratings were also collected from independent observers to confirm the reliability of the Facilitators self-ratings.

Limitations addressed by the researchers included the use of self-report measures. Sochet and colleagues suggest that the study may have been strengthened by the use of independent clinical assessments. This does not seem a reasonable suggestion given the time and logistical constraints of school life, as well as the financial implications for the research team. Additionally the study was limited in that it was conducted only in one school. It therefore had limited applicability in terms of generalizability to other schools.

A further limitation of the study was that the as the intervention was implemented for the whole year 9 group, the year 9 cohort of the previous year was used as the control group. This division of the two groups raises the issue that the two groups may have been exposed to differing influences by virtue of the time difference, and that these differing influences may have affected the outcomes. It certainly adds an unnecessary complexity to the study design.

Harnett and Dadds (2004) evaluated the RAP-A in a school setting using school staff as opposed to psychologists in the previous study (Sochet, 2001). The study by Harnett and Dadds was conducted in two independent girl's schools in Brisbane, Australia with a total sample of 212 pupils aged 12-16 years (96 –in the intervention group and 116 in the control group), the intervention and control group were located in the two separate schools. The study did not replicate the beneficial intervention effects for pupils of the previous study (Soshet et al. 2001).

Harnett and Dadds suggest possible reason**s** for lack of evidence for the effectiveness of the programme may be due to the fact that the level of functioning displayed by the two groups was within normal limits as measured by the pretest measure. The researchers argued that it was possible that the prevention programme was redundant for this group of pupils based on the fact that family conflict, which is a major source of stress, did not increase for this group of students. Whilst this is a useful speculation to make in light of the findings, it may be argued that it is only one part of a number of factors including a floor effect which contributed to the findings.

Hartnett and Dadds aimed to evaluate the RAP-A programme when implemented by school personnel, mainly teachers. They hypothesised that knowledge and confidence in implementing the programme would ensure high quality delivery of the programme which in turn would lead to more positive impact on the pupils.

One strength of the study lay in the administration of a training programme questionnaire which was completed by all the facilitators pre- and post-implementation of the programme, with the test retest reliability found to be high. However, this in itself did not ensure the high adherence to the programme as researchers found a decline in the presentation of key concepts over the course of the programme. A contributing factor to the lack of adherence may have been the lack of a supervisor for the programme facilitators. Supervision was not provided for facilitators due to constraints of time for teachers. These two factors together may have contributed to the lack of positive impact for pupils and raises important implications with regards to training and expertise required by facilitators for thedelivery and implementation of programs in school. Harnett and Dadds (2004) evaluated the RAP-A in a school setting using school staff as opposed to psychologists in the previous study (Sochet, 2001).

Harnett and Dadds suggest possible reason**s** for lack of evidence for the effectiveness of the programme may be due to the fact that the level of functioning displayed by the two groups was within normal limits as measured by the pretest measure. The researchers argued that it was possible that the prevention programme was redundant for this group of pupils based on the fact that family conflict, which is a major source of stress, did not increase for this group of students. Whilst this is a useful speculation to make in light of the findings, it may be argued that it is only one part of a number of factors including a floor effect which contributed to the findings.

Rivet-Duval, Heriot and Hunt (2006) aimed to partially replicate the study by Sochet et al. (2001), to evaluate the efficacy of the RAP-A program as implemented by school teachers in Mauritius. The sample consisted of 160 pupils from two single-sex schools (age range 13-14), assigned randomly to intervention or control group across two year groups (year 7 and year 9), and across both school**s**. The programme was delivered by trained school staff for 11 weeks.

Findings showed a decrease in depressive symptoms, hopelessness, self-esteem and coping skills. In the short-term, improvements shown by the intervention group sample for depressive symptoms and hopelessness were not maintained in the six month follow-up. Improvements in self-esteem and coping skills were maintained by the intervention group at follow up. The researchers concluded that RAP-A was more effective as a programme for promoting positive mental health, increasing psychological resilience rather than direct prevention effects on clinical problems.

One of the strengths **of** the study were that the researchers checked the cultural relevance of the RAP-A for the sample group with the teacher from the school who were to deliver the programme. No changes were deemed necessary. Additionally facilitators were provided with two-day training workshops by a member of the research team, with a further booster half day session and ongoing support as required.

Further strengths of the study included the process evaluation of the programme by pupils at the end of the programme as well as recording the attendance of pupils. Only three students missed one session. It may be speculated that the two –day workshop and ongoing support provided for facilitators may well have contributed to the quality of delivery and implementation of the programme which would in turn affect outcomes for participants of the intervention. The study demonstrated that the RAP-A may be generalised to different cultures.

Limitations of the study were considered by the researchers, who suggested that although the measures employed were well-validated in other populations, the measures may not have provided a valid assessment of the study sample. Furthermore, no interview-based assessments were used or direct assessment of disability. Instead the indirect assessments were taken from teacher and parent reports. Finally the teacher facilitators of the intervention programme also administered the pre and post and follow up measures, which may have compromised the validity of the data collected.

Research focus 2 School-based programmes to teach coping and social skills

Initially developed by Mishara and colleagues, as a school based programme, The *Zippy's Friends* programme, was designed to be used with children aged 5-7 years of age, to develop coping and social skills (Mishara and Bale, 2004). The programme was delivered in primary schools and kindergartens in 28 countries, to more than 400,000 children.

The programme was coordinated by a UK charity called Partnership for Children (www.partnershipforchildren.org.uk). The Zippy's Friends' website states the programme is designed to be universal, to help all children and to 'promote mental health' as opposed to 'treating mental illnesses'. Thus its focus is on promoting universal well-being amongst primary-aged pupils.

Mishara, and Ystgaard, (2006) conducted a study in Denmark and Lithuania to evaluate the Zippy's Friends programme. The pupil cohort in Lithuania consisted of 418 pupils (314 in the Experimental group: 104 in the Control group). The participant sample in Denmark consisted of 432 pupils (322 in the Intervention group and 110 in the Control group) aged between 6 -7.5 years.

In both countries the programme was evaluated based upon information provided by the teacher who had delivered the programme and outside observers via a form completed after each session. In addition, on completion of the programme interviews were conducted with the participating teachers to gather their views about the programme.

Evaluation of the effects of the programme was gathered via observations by the teachers and interviews with the children. The results showed that all the classes bar one in each Lithuania and one in Denmark showed significant improvements in at least one measure of coping. Closer examination of interview data from the teachers of the two classes showed that program may not have been implemented as intended. Overall the evaluation indicated a significant short-term impact on improving the pupils coping skills, increasing social skills and decreasing behavior problems. The programme was shown to be equally effective with boys and girls.

A possible limitation of this study is that the data about the pupils coping behaviour was collected by teachers who participated in the study and were therefore aware of which of the pupils were in either intervention or control group. This knowledge may have influenced their perceptions and observations of the children's coping skills and behaviour.

Monkevicienė, Mishra and Dufour (2006) undertook a study in Lithuania, to evaluate the effect of Zippy's Friends programme on children's coping abilities. The sample consisted of 246 children (140 in the intervention group and 106 in the Control group) aged 7-10 years old. Data was collected from teachers and parents via questionnaires. Results found that kindergarten children who had taken part in Zippy's Friends in kindergarten adapted better to the more structured curriculum of primary school than those who had not taken part.

The children who received the intervention coped significantly better in a number of ways. They showed improved social skills and cooperation. The results demonstrated that both boys and girls benefited from improved skills which were maintained a year later when the children transitioned to a new school environment.

The strengths of the study lie in the fact that the teachers, who rated the children's skills, had no knowledge of which children had participated in the intervention in the previous school. The researchers found a high level of concurrence between the ratings of teachers and parents. This was despite the limitation of the study that the evaluation assessment was based on questions developed for the study as opposed to standardized measures validated on a larger sample.

Holen, Waaktaar, Lervag and Ystgaard (2012) evaluated Zippy's programme in Norway the sample consisted of 1483 pupils (aged 7–8 years) from 91 second-grade classes in 35 schools. The schools were matched and randomly assigned to intervention or control conditions. Data was collected pre- and post- intervention to evaluate the children's coping strategies using standardized questionnaires for pupils and parents. The pupil's mental health was assessed by conducting standardized questionnaire for teachers and parents. Results indicated that the programme had a significant positive effect on coping skills of the pupils and on the impact of mental health difficulties in daily life.

The strength of this study lay in its use of a large sample of children and the random assignment of pupils to intervention and control group. Limitations of the study were addressed by the researchers, and include: self-selection of the schools may have been positively motivated towards the intervention; it may have been possible that the schools were already improving in social skills though the implementation of other social skills group prior to participating in the study.

This is exemplified by 25% of the control group schools were implementing another social skills programme. An additional limitation was that participating teachers that although participating teachers reported conducting the programme with reasonable fidelity, teacher reported that they had made minor changes in the programme during implementation.

A comprehensive study to evaluate Zippy's Friends programme was conducted by the Health Promotion Research Centre at the National University of Ireland, Galway (Clarke, Bunting and Barry, 2014). This randomised control trial involved 766 children from 44 designated disadvantaged schools in the West of Ireland. The purpose of the study was to evaluate the immediate and long-term impact of the program. The results indicated that the programme was successfully implemented and that teachers were 'consistently positive' about it.

Taking part in Zippy's Friends 'significantly improved the emotional literacy and coping skills of the children, reduced their hyperactivity levels and led to improved relationships in the classroom.' The results were maintained at **a** 12 month follow up. The programme did not have a significant impact on children's emotional and behavioural problems. A further finding demonstrated that 77 per cent of teachers who had taught the programme said that it had a positive effect on children's academic achievement. Analysis of the programme fidelity indicated that the high fidelity of the programme was directly related to improvements in the post intervention literacy scores.

Limitations of the study include restriction of the sample due to attrition (20%) between three data collection points, through schools withdrawing from the study and children moving to other school. In addition there was loss of data as many teachers did not complete the two measures (Emotional Literacy checklist and Strengths and Difficulties questionnaire) used pre and post intervention.

Social and emotional aspects of learning (SEAL) programme (2003) has its origins in the UK. This government supported programme, aimed to teach social and emotional skills to children by teachers in primary and secondary schools in UK and was launched in 2008 as a national initiative. The programme was aimed at children aged 3-16, key stages 1, 2 and the Foundation stage. Guidance in the form of curriculum resource books were provided for those schools choosing to participate in the programme.

The curriculum resource was developed as a result of schools taking part in the Primary National strategy's behaviour and attendance pilot (DCSF, 2007). The focus of the programme was to target five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills, with the overarching objective to help children develop underpinning skills to promote positive behavior and effective learning. Programme resources included a whole school pack, divided in two separate packs for each year group, with materials including photographs and posters to support the lessons. The theoretical underpinning of the SEAL are attributed to the work of Daniel Goleman (2005) on emotional intelligence, and also supported by the work of Weare and Gray (2003).

Prior the national roll-out in 2008, the SEAL programme was piloted by the DfES as part of a multi-strand pilot in primary schools between 2003 and 2005. The pilot study for secondary schools was conducted between 2005 and 2007.The primary pilot evaluation reported that the SEAL programme had not demonstrated any impact on attendance and had little effect on the academic performance of the students in the pilot. Empirical data which measured attitudes demonstrated that there were gender differences in response to the programme with girls exhibiting a more positive response.

The primary pilot evaluation indicated several limitations. The design of the study did not include a control group, which presented difficulties in interpreting the results obtained. The pilot pre-test measures of self-esteem and social skills did not indicate there was a problem to be resolved. This may indicate the reason for the lack of positive response to the programme by the students. Additionally the pilot did not provide any indication as to the fidelity of delivery of the programme.

The resource materials provided guidance for their use, and therefore may have been used as fully or not depending on the teacher delivering the activities. As there was no control group it was difficult to establish with any clarity the success of the programme, despite the positive feedback from many of the participating teachers.

Despite the inconsistent findings of the primary SEAL pilot, the programme was rolled out nationally and made available to all primary schools wishing to take on the initiative. The secondary SEAL pilot was conducted **in** 2005. With the primary roll-out underway the secondary pilot focused on the feasibility of implementing the programme in secondary schools.

Critics of the programme question the very premise at the heart of the programme, which states that, self-awareness and emotional awareness 'is likely to encourage even more individuation and an obsession with how one feels in the moment' (Craig, 2007 p.8). Craig has argued for the SEAL programme to be more flexible and include a wider range of skills such as those associated with resilience. Craig has suggested that SEAL incorporate a strength-based approach, and that the social and emotional learning should be embedded in the classroom pedagogy. Given the lack of robustness in terms of evaluations to date and the fidelity of intervention, it would be fair to assert that the SEAL programme currently lacks an evidence base as an effective intervention tool.

Research focus 3: Promotion of well-being

Studies conducted by Ruini et al. (2006 and 2009) reviewed a well-being intervention programme which had as its aim the promotion of psychological well-being. In the first study the Intervention consisted of four sessions delivered to junior high school students (Ruini, Balaise, Brombin, Caffo, and Fava, 2006). The findings from the preliminary study Indicated that the programme outcomes were associated with decreasing anxiety and increasing well-being of the students.

Ruini el al. (2009) improved and adapted the programme to be used with an adolescent population. The intervention was delivered to a sample of 227 students with a mean age of 14.4. The intervention consisted of six two hour sessions held

once a week in class. Data was collected pre- and post - intervention and at a six month follow-up. The results showed a significant effect of the programme intervention in improving well-being and in deceasing distress and psychological anxiety.

The researchers acknowledged a number of limitations with the study due to the preliminary nature of the study: the limited number of sessions, the self-selected sample of students and that the assessment of impact was only provided by a self-rating scale. In spite of these limitations the study did trial the intervention by comparing it to a group receiving an attention-placebo school intervention.

Perez-Escoda et al., (2012) evaluated a school-based training programme aimed at developing the emotional competencies of teachers and pupils and thus increasing personal well-being. The sample consisted of 92 teachers and 423 pupils aged 6-12 years (Intervention group-223 pupils and Control group -200 children).

A pre-post design with control group was employed. The programme for the pupils consisted of 20 activities which were delivered weekly by the pupils' regular teacher, over the course of a nine month period. The impact of the intervention was assessed through pre and post measures. The results showed significant improvements in the emotional competence (emotional awareness, emotion regulation, emotional autonomy, social competence and life and well-being competencies) of the participants at the end of the intervention.

The limitations of the study were addressed by Perez-Escoda and colleagues. They suggested that some of the measures were designed specifically for the study and had relative low reliability and this may have compromised the results obtained from these measures. Additionally data collected through teacher observations yielded subjective information which may have been prone to some degree of bias.

Despite these limitations the study was useful in that it sought to evaluate training programmes delivered to first teachers and subsequently to pupils. The results showed that the programme was effective in improving emotional competencies of both pupils and teachers.

Standage, Cummings and Gillison (2013) conducted a study to test the effectiveness of a school-based intervention *'Be the best you can be'* programme, on pupils' psychological and physical well-being, The study was conducted with a sample of 711 pupils in the intervention group and 622 in the control group (11-13 years). The programme consisted of 11 one-hour teacher led PSHE class sessions.

Data was collected pre and post the intervention and also at a three month follow up. Qualitative data was also collected from focus groups (pupils and teacher) and individual teacher interviews in the five participating schools. The results from the study have not been published so it is difficult to determine its effectiveness.

There are however, several strengths of the study in terms of the design which are worthy of note. These include the mixed method design, randomised control, with a wait list for the schools allocated to the control condition. Data was collected pre and post intervention and at a three month follow-up. Further to the pre and post measures, focus groups were conducted with the pupils and teachers to 'build an in depth understanding of the active ingredients' of the program.

The Haberdashers Aske's Hatchem College in Lewisham, South London, is an academy for children aged 3-18. The School Federation approached the University of East London to create a well-being curriculum for the school. Boniwell, Oisin and Martinez (2015) conducted a study to evaluate the feasibility of the *Personal Well-being Lessons Curriculum.* The curriculum consisted of 18 bi-weekly lessons delivered by teacher's throughput the academic year.

The sample consisted of 164 year 7 students (96 in the intervention group and 68 in the control). Data was collected pre and post the intervention using standardized measures. In addition, semi-structured interviews were conducted with four students, two teachers and the principal of the intervention school.

The results indicated an overall positive impact of the intervention: a significant 'buffering effect in protecting students against the decline of satisfaction with self, satisfaction with friends, positive affect and the increase in negative affect throughout the first year of middle school.

The qualitative data provided the researchers with insights about explicit learning, psychological outcomes and challenges associated with the programme.

The study has a number of limitations which were addressed by the researchers. These included a lack of randomization of the two groups and also that attrition rate which may have caused bias. A further limitation was that only four pupils and two teachers were interviewed about their experiences of the intervention and the selection process was questionable in terms of the robustness of the design. For example, the pupils were selected by the teachers which may have further provided a bias in the data collected. Nevertheless this study provided a start to measuring the effectiveness of the programme.

This section has considered school-based well-being interventions, all with the overarching theme of improving well-being. The interventions have been categorized in terms of the key focus of the programme: Prevention and reduction of negative factor; Coping skills and competencies and Promotion of well-being.

All the studies have used pre and post measures and many included follow-up data which provided quantitative data. Several studies included teacher and parent ratings of observable behaviour of pupils before and after receiving the intervention. A few studies collected data though conducting interviews with participating teachers and pupils. The strengths and limitations of the studies have been considered and this has provided useful insights for the researcher to address in the present study.

2.7 Reflections and identifying gaps in the literature

A summary of the effectiveness of the programmes reviewed indicate some commonalities in terms of the objectives of the programmes. These include:

Reduction of depression and anxiety and associated symptoms.

Developing coping skills.

Many of the programmes discussed above, have provided empirical evidence to demonstrate the successful implementation of the programmes to achieve a

decrease of these symptoms for children and young people. However, as discussed earlier, a decrease or absence of negative emotions does not necessarily imply well-being. Keyes (1998) states that well-being is more than just the absence of persistent negative emotions. In order for a person to 'flourish', there needs to be the presence of life-satisfaction together with at least six of the following eudaimonic qualities:

Making a contribution to society

Being socially integrated

Expanding in terms of social groups

Being accepting of others

Experiencing self-acceptance

Demonstrating environmental mastery

Having positive relationships with others

Having autonomy

Demonstrating personal growth

Having purpose in life

The Positive Well-being Curriculum, (PWBC) developed and evaluated for the present study was aimed to provide children with the experience of activities to develop skills over and above the skills of successful coping and alleviation of symptoms. The curriculum sought to do so through strategies for the enhancement of positive emotions, positive relations, positive achievement and meaningful fulfillment. The aim of the PWBC was to promote positive well-being. The key aspects of the programme, based on a review of existing gaps in published literature, included the following:

- Training class teachers on the contents and delivery of the curriculum **(**fidelity of intervention**).**

- Evidence based interventions within the curriculum derived from a wide research base. The intervention activities were incorporated within the curriculum with due consideration of the school context.
- The PWBC teacher guide whilst providing clear guidance of delivery of activities also allowed individual teachers to exercise professional autonomy and incorporate the activities flexibly within the school day.
- The PWBC had a proactive prevention focus through the teaching of strategies and skills to promote and enhance well-being.
- The PWBC contained Interactive activities which could easily be incorporated within established classroom practices, for example ‘talk partners’.

2.8 The research questions

The aim of this study was to develop a curriculum of well-being and evaluate and demonstrate the impact of its use as an intervention on the well-being of the children participating in the study. The aim was to measure the impact on children’s well-being, particularly within the domains of life satisfaction, subjective well-being and positive affect. The following four research questions were formulated to assist with this stipulated aim of this study:

What impact does the well-being curriculum have on the subjective well-being of the children in the study?

What is the children’s’ perception of the well-being programme?

Do children perceive particular modules or strategies in the well-being programe more positively then others?

What is the perception of teachers involved in delivering the well-being curriculum of the curriculum?

2.9 Summary

This chapter provided an overview of the research conducted in the area of well-being. A current lack of a consensus on a definition of well-being was discussed with its implications for the measurement of well-being. Interventions on improving well-being based within an international and national drive to improve well-being through national initiatives within the UK were discussed in terms of their effectiveness.

Particular consideration was given to school-based well- being intervention programmes. Research studies on well-being were grouped into three categories according to the overarching research focus of the particular programmes:

Prevention/reduction of negative factors i.e. depression/anxiety

Teaching coping skills

Promotion of well-being

The critical review highlighted a number of gaps. There is limited research on the use of well-being programs with primary aged children. The few programmes that exist focus on reducing negative factors such as depression and anxiety or developing coping skills instead of proactively enhancing and promoting well-being.

There are very few well-being programmes which incorporate the well-being intervention flexibly within the school day as part of the teaching curriculum or are underpinned by evidence based interventions.

These findings led to the development of a positive well-being curriculum. In order to gauge the effectiveness of the curriculum, four research questions were posed. The next chapter describes the development of the PWBC and its underpinning theoretical assumptions. It also describes the framework adopted and the methods employed in this study.

Chapter 3: Development of the Positive Well-being Curriculum intervention used in this study

3.1 Introduction

The inspiration for the PWBC came from a lecture on PP given by Dr Ilona Boniwell, Senior lecturer in PP at the University of East London in 2001) which included discussion of a number of well-being interventions which had been researched with adults. The possibilities of exploring this area of study further in relation to working with children were discussed with Dr Boniwell. Following extensive research into the literature on the area of well-being interventions and many discussions with Dr Boniwell, the researcher undertook to compile a number of evidenced based well-being interventions into a curriculum of activities that could be used with primary aged children.

The starting point taken by the researcher was to reflect upon the domains of Positive Emotions, Relationships, Positive Meaning and Achievement, identified as the four paths that lead to well-being (Seligman, 2002). This provided a framework for the individual intervention activities. More recently Seligman has coined the acronym PERMA to refer to these four domains. (Seligman, 2011). It was intention of the researcher to develop a well-being curriculum that could be delivered weekly within school alongside the day to day class activities.

At the time that the PWBC was designed by the researcher there were a number of interventions to promote social and emotional well-being (*Social and Emotional Aspects of Learning*) but there is no specific curriculum of activities using a universal approach promoting the emotional and social well-being of all who learn and work there but particularly the pupils that could be incorporated into a school based curriculum of activities. This will provide a very clear rationale for bringing these interventions together in this format). The PWBC evaluated in the present study, was specifically designed to be a class-based curriculum to promote positive well-being. The activities included within the curriculum were designed to provide the students with strategies to promote: positive emotion, manage negative emotions,

nurture positive relationships, and identify personal strengths and activities to promote a sense of meaning and purpose through community contribution.

The PWBC was designed to be delivered by class teachers, to be integrated within the school alongside the class curriculum. Training was provided for class teachers to ensure their confidence and commitment in delivering the curriculum activities. The curriculum was designed in a format of a curriculum manual for teachers which could be delivered to children by their class teacher alongside the regular activities of the school day.

3.2 The Positive Well-being Curriculum

The curriculum consisted of topic areas within four domains as underpinned by the four aspects of well-being proposed by Seligman, and evidenced by research conducted to trial interventions. The intervention activities were adapted to be used with primary aged children in the United Kingdom. The PWBC was designed to be delivered in 12 consecutive weekly sessions of approximately 90 minutes, led by the class teacher. The PWBC was designed as a universal curriculum designed to be used for the whole class as opposed to children experiencing difficulties in the twelve domains specified above.

3.2.1 The conceptual framework

A number of related models underpinned the development of the conceptual framework of the well-being curriculum devised for this study. An overview of the evidence-base relating to the current study is provided below, systematically as each topic occurs within the four sections of the curriculum:

Positive Experience, Positive Relationships, Positive Achievement and Positive Meaning.

1) Introduction to happiness and well-being.
2) Positive experience: Positive and negative emotions
3) Positive experience: Meditation
4) Positive experience: Flow

5) Positive relationships: Active Constructive Responding
6) Positive relationships: Gratitude

7) Positive achievement: Strengths
8) Positive achievement: Competence
9) Positive achievement: Goal-setting

10) Positive meaning: Resolving conflict and Acts of kindness
11) Positive meaning: Contribution
12) Positive meaning: The power of choice

Introduction to happiness and well-being

The focus of PP is to study the factors that allow individuals and communities to thrive Seligman (1999). Seligman suggest that researchers in the fields of social and behavioural sciences are well placed,

''To show what actions lead to well-being, to positive individuals and to a thriving communities'' (Seligman, 2000).

Positive experience: Positive and negative emotions

The Broaden and Build model (Fredrickson, 2001) of positive emotions theory, suggests that positive emotion does not simply signal well-being and the absence of negative emotion but has the capacity to encourage well-being and flourishing. Frederickson argues that whilst negative emotions narrow a person's perspective and keeps the focus on the specific problem at hand, positive emotions 'broaden' peoples' likely thoughts and actions. The Broaden and Build model states that

positive emotions broaden the scopes of attention, cognition, and action, widening the array of percepts, thoughts, and actions presently in mind. Indeed the theory states that the personal resources accrued during states of positive emotions are durable they outlast the transient emotional states that led to their acquisition. These accrued resources can be drawn on later, to improve coping skills.

For example, when experiencing positive emotions one has more 'behavioural flexibility' and allows the building of 'intellectual and psychological resources'. Fredrickson further suggests that resilient individuals use positive emotions to bounce back from negative emotional experiences (Tugade and Fredrickson, 2004).

Positive experience: Meditation

Meditation has many positive effects on well-being, in terms of positive emotions and physiology, improving physical health including the cultivation of attention and achieving a heightened state of awareness and alertness (Shapiro, Schwartz and Santerre, 2002).

Huppert and Johnson (2009) conducted a controlled trial of mindfulness training in schools, to explore the importance of practice for an impact on well-being. Findings revealed that although the overall differences between the two groups failed to reach significance, we found that within the mindfulness group, there was a significant positive association between the amount of individual practice outside the classroom and improvement in psychological well-being and mindfulness.

Positive experience: The state of flow

The 'state of flow' is a construct introduced by psychologist (Csikszentmihalyi, 1990) and is described as being a "highly enjoyable psychological state that refers to the 'holistic' sensation people feel when they act with total involvement in an activity"(p.36). The state of flow is described as occurring under specific conditions when an activity or task challenges our skill level and skills capacity is such that the task is possible whilst stretching the skill capacity. Both skill and challenge are at a

high level. If challenge is too great, we became anxious. If skill is higher than challenge then we lose interest or become bored (Csikszentmihalyi, 1990).

Positive relationships: Active Constructive Responding

This refers to the way in which one responds to someone's good news, as one's response can make the person feel even better or bring the person down. The research suggests that one can choose one's response and therefore impact on the positive well-being of the person which in turn will impact on one's relationship positively (Gable, Reis, Impett and Asher, 2004). The theoretical model presented by Gable and colleagues consists of four possible ways of responding good news: ACR, Passive Constructive Respondig, Active distructive Responding and lastly Active Distructive. Gable and colleagues suggest that *Active Constructive Responding* (ACR), whereby the listener of the good news affirms the good news and provides positive feedback to the person sharing the good news. Active constructive responding is the most effective way to respond and in doing so gives both the deliverer of the good news and listener with a positive outcome as both feel good and this is helpful for developing and sustaining positive relationships.

Positive relationships: Gratitude and Appreciation

Gratitude is to have 'a sense of wonder, thankfulness and appreciation for life'. Researchers have demonstrated that expressing gratitude bolsters self-worth, helps to build social bonds, and helps people to cope with stress and trauma (Emmons and Shelton, 2002). Researchers have shown that the relationship between gratitude and well-being persists when controlled for other variables (Froh and Kashdan et al. (2009) and Froh and Yurkewicz et al. (2009). Gratitude interventions used by researchers include: daily listing of things to be grateful (Emmons and Mc Cullough (2003), Grateful contemplation of positive events (Wakins et al.,2008 and Koo, AQlgoe, Wilson, and Gilbet,2008), and behavioural expressions of gratitude through writing and delivering a letter of appreciation to the recipient (Seligman et al.,2005).

Positive achievement: Character Strengths

Peterson and Seligman (2004) have identified and classified positive psychological traits of human beings which are captured as six distinct virtues which are made up of 24 character strengths:

Wisdom and Knowledge: Creativity, Curiosity, Open-mindedness, Love of learning, Perspective

Courage: Bravery, Persistence, Integrity, Vitality

Humanity: Love, Kindness, Social intelligence

Justice: Citizenship, Fairness, Leadership Temperance

Forgiveness and Mercy: Humility/Modesty, Prudence, Self-regulation

Transcendence: Appreciation for beauty and excellence, Gratitude,
Hope, Humour, Spirituality

Peterson and Seligman suggest that signature strengths (top five strengths) may be identified and then used regularly to benefit happiness and well-being. Signature strengths may be identified by completing the Values in Action (VIA) questionnaire available the Authentic Happiness website. The hypothesis is that the use of signature in daily life is fulfilling and positively linked to well-being (Proctor, Maltby, & Linley, 2011). Research among adults has shown that identifying and using your signature strengths in a new way every day is an intervention that has been systematically tested and shown to have lasting effects on well-being (Seligman et al., 2005).

Seligman (2002) suggests the building of all 24 strengths among children and young people: 'my first piece of advice about building strengths in kids is to reward all displays of any of the strengths. Eventually you will find your child drifting in the direction of a few of them. These are the seed crystals of her signature strengths...' (p. 245). Research conducted by Seligman et al.,(2009) has shown that positive

education programmes which involved character strengths assessment and intervention led to improved student school skills and greater student enjoyment and engagement in school.

Positive achievement: Achievement, Competence and Self-efficacy

Self-efficacy underlines the sense of competence; it is defined as the levels of confidence individuals have in their ability to achieve certain outcomes (Bandura, 1977,1982,). A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. For example, pupils with a high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than threats to be avoided. They set themselves challenging goals and maintain strong commitments to them They heighten and sustain their efforts in the face of failure and they quickly recover sense of efficacy after failures or set-backs. (Bandura, 1997). Bandura states that it is possible to improve self-efficacy beliefs. Mastery experiences provide individuals with experience of the positive effects of their actions and the interpretation of these effects in turn impact and enhance efficacy beliefs.

Positive achievement: Achievement: Motivation and Goal setting

Self-determination theory states that competence is one of the basic psychological needs, alongside autonomy and relatedness which when satisfied yield enhanced self- motivation and mental health and when thwarted lead to diminished motivation and well-being (Ryan and Deci, 2000). Ryan and Deci argue that consideration of basic psychological needs provides a basis for predicating when the pursuit of goals will be associated with positive or negative performance and well-being outcomes.

Positive meaning: Helping others

Engaging in increased kind behavior is an effective way to elevate well-being and promote a sense of meaningfulness and value in one's life (Lyubomirsky, 2007).

Lyubomirsky suggests that carrying out acts of kindness more than is one's usual custom is beneficial in enhancing well-being. Layous et al.(2012), in light of findings from their research suggest that teachers introduce intentional prosocial activities into the classroom and recommend that such activities be performed regularly and purposefully: three acts of kindness per week over the course of four weeks. Their findings revealed that that doing good for others benefits the givers, earning them not only improved well-being but also peer group acceptance

Teaching children simple steps to resolve conflicts with peers, to equip them with the skills to effectively resolve conflicts with resolution of their own. Strategies which include: integrative strategies which involve maintaining an accepting attitude and negotiating common ground, and finding a way that is acceptable to both sides of the conflict (Stevahn et al. 2000).

Positive meaning: Happy schools and community

Volunteering also known as 'service learning' is associated with enhanced feelings of happiness, self-worth, master of and personal control (Piliavin, 2003).Studies have shown that the use of service learning as a practice strengthens the acquisition of course concepts, while also effecting student attitudes regarding social problems, community issues and civic action (Moely, McFarland, Miron, Mercer and Ilustre, 2002). Research conducted by Thoit and Hewitt examined the relationships between volunteer work in the community and six aspects of personal well-being: happiness, life satisfaction, self-esteem,sense of control over life, physical health and depression. Findings indicated that volunteer work enhanced all six aspects of well-being. In addition the findings revealed that people who have greater well-being invest more hours in volunteer service.

. Positive meaning: The power of enough

This phenomenon refers to the impact of choice. Schwartz (2004) suggests that increased options can have a negative impact on some people in that once a choice is made people tend to be less satisfied then when given less choice. In other words,

limited choice leads to greater satisfaction from the choice that is made. Schwartz build on the work of psychologist Simon (1959) who termed the terms , *maximizers* and *satisficers*. A *maximizer* is described as someone who needs to be assured that their every purchase or decision was the best that could be made by considering all the alternatives they can imagine. This creates a daunting task, which can become even more daunting as the number of options increases. in contrast the Satisficer has criteria and standards, and is not worried about the possibility that there might be something better. Schwartz suggests a number of helpful strategies to consider when making choices which include the following:

1. Choose when to choose. Choose when to behave like a Maximiser or Saificer,

2. Satisfice more and maximize less. Maximizers may worry about regret, about missed opportunities, and social comparisons,or that the chosen result of a decisions is not are not as good as had been expected. Learning to accept "good enough" will simplify decision making and increase satisfaction.

3. When making a decision, it may be helpful to it's think about the alternatives we will pass up when choosing our most preferred option.

4. Practice gratitude. Decide to be focus ion and be grateful for what is good about a choice or an experience, and focus less on what is not good about the choice.

The PWBC has a prescribed format; supported lesson plans for twelve sessions formed the primary intervention resource (Appendix A). The aim of the programme was to raise children's awareness of practical experience of PP interventions. The PWBC drew on the research undertaken by researchers in the field of PP (Fredrickson,2001; Shapiro,2002; Csikzentmihlyi,1990; Gable,2004; Emmans;2002; Peterson and Seligman,2004; Bandura,1977,1982; Ryan and Deci,2000; Lyubomirsky, 2007; Stevahn, 000; Piliavin, 2003; Schwartz, 2004).

The premise of the curriculum was that the activities contained within its four domains would have a positive effect on the well-being of the children. The curriculum document was accompanied by a student journal for each child in the intervention classes (Appendix).The PWBC student journal comprised of an A4 booklet with supporting information about each session contained within the PWBC.

The student journal booklet al.so provided space for the pupils to record their responses and reflections about the activities and exercises for each domain of the curriculum.

The key elements of the sessions in the curriculum are shown in Figure 2

Positive Experience	Positive Relationships	Positive Achievement	Positive Meaning
Fun and Flow	Family and Friends	Flying High	Fulfillment
2. Feeling good (positive emotions) Managing negative emotions	5. Good Friends Happy relationships Accepting yourself, others and the situation	7. Knowing what you are good at (character strengths)	10. Helping others
3. Happy body (Meditation-balance, care	6. Saying Thank You	8. Feeling competent Feeling in control (developing internal locus of control)	11. Happy schools and community
4. Being in flow		9. Knowing what and knowing why (motivation & autonomy Feeling good about yourself	12. The Power of Enough (maximizing versus optimising)

Figure 2: **Overview of the positive well-being curriculum**

The teacher manual for the PWBC provided the participating class teachers with clear instructions about how each session was to be delivered. An example of the framework for one session taken from the student manual is provided below.

Positive Experience: Positive emotions and managing negative emotions

Learning Intentions

- To learn strategies to manage negative emotions.
- To realise the benefits of positive emotions
- Practice techniques of enhancing positive emotions of the past and future.

Key Teaching Points

1. Brief recap of previous session and feedback from homework. This could be done through sharing with talk-partner, then a number of students to have opportunity to share with the whole class.

2. Discuss the idea of emotions. Ask students to think of different emotions, e.g. anger, excitement, upset. SEAL photo cards may be used.

3. Emotions are sometimes regarded as being simply positive or negative. Emotions are valid and are reactions to situations and events. We sometimes divide emotions simply into negative or positive emotions. In reality, they are more complex, e.g. anger can be positive (asserting yourself), not helpless. Joy – pleasant but short-lived. Hope – wish for desired outcome, also uncertainty and anxiety). Discuss with the students about how they divide emotion into negative and positive. Do people in class agree on positive or negative emotions?

Activities

1. Divide the class into two groups. Each group is shown a 3-minute slide presentation orA4 still photographs may be used. One group is shown positive scenes and photographs and the second group is shown negative scenes and photographs. Following the presentation both groups are asked to brainstorm uses for an everyday object. E.g. 'How many different uses can you think of for a brick' (alternatives are bucket or chopstick)? Choose one item for both class groups. Teacher to scribe class suggestions briefly onto board to maintain momentum. Students are given time limit to respond (5 minutes). According to the Broaden and Build theory, the group shown positive images will generate more uses for the object than the group shown the negative images.

2. 2a) Think of an activity or event you are looking forward to. What will it be like? How will you feel? What will you see; and hear? When you have finished thinking share how you felt with your 'talk partner'

2. 2b) Think of a happy memory, what did you do? How did you feel? What did you see and hear?

3. Introduce the Managing negative emotions sheet (Pages 6 and 7 in Journal). Explain the four examples of how we sometimes manage negative emotions when they happen. Ask class to discuss if they have ever used the 4 strategies: Suppressing, Discharging, Transformation and Diffusion. Page 7 Well-being Journal What Happened? How did you feel? What did you do?

4. Create a Happiness box. Students begin to list items that remind them of the events to be placed in the box. Teacher to share own Happiness box - a decorative box containing favourite things e.g. a much-loved book, Photograph, ticket from a memorable show.

Theory

- Broaden and build theory of positive emotions suggests that positive emotions lead to novel expansive or exploratory behaviour and that over time these actions lead to meaningful, long-term resources such as knowledge and social relationships (Fredrickson, 1998, 2001).
- Positive emotions open us up make us more resourceful, foster creativity and divergent thinking and enhance resilience.
- The bottom line message is that people should cultivate positive emotions in themselves and in those around them, not just as end states in themselves, but as a means of achieving psychological growth and improved psychological and physical well-being (Fredrickson, 2005).
- Evolutionary explanation: importance of negative emotions as a means of keeping us safe. For example, fear may protect from impending danger.

Homework

- Students complete the Happiness box.
- Students to bring the completed Happiness Box to share with class at the next session.

Resources and Preparation

- Whiteboard and coloured markers
- Access to computer/laptop for slide presentation or may use A4 cards of still images.
- Example of Happiness box. Teacher to prepare a Happiness Box to share with class. Students may begin to prepare Happiness box in class if there is time at the end of session.

Key Words and Phrases

Positive emotions: joy, interest, contentment, love.

Negative emotions: anxiety, sadness, anger.

Suppressing: Blocking, For example holding back and containing the emotion inside – holding back tears or laughter. This is only useful as a temporary way of dealing with feelings.

Discharging – Letting it out - For example holding back and containing the emotion inside – holding back tears or laughter. This is only useful as a temporary way of dealing with feelings.

Transformation – Swapping - For example to release the emotion of anger, finding something funny and exchanging the emotion of anger for laughter.

Diffusion - Change of Focus- For example shift the focus from being disappointed at something not working out to looking out for what went well.

Provided below are examples of activities from each of the four domains of the curriculum as they appear in the student journal.

Positive Experience: Happiness Box

- A shoe box or container. Things to decorate the box, coloured pens, pencils and pictures, glue, sticky tape.
- Think of things that make you happy, or remind you of times when you have been happy, e.g. toys, photos and objects.
- Next take an object, picture or photograph that reminds you of the happy experience and put this in the box.
- Continue to add items. Enjoy.

Positive Relationships: Gratitude visit

- Close eyes and relax.
- Think of a particular person that did something for you, that you are very thankful for, someone who made a big impact on you. Remember how you felt at that time, what was so important about what they did. If you could thank that person today what would you say to him or her?

- Open your eyes and write a letter to the person.
- Read the letter to the person.

Positive Achievement: Knowing what you are good at

- Students to complete the Values in Action, (VIA) questionnaire.
- Think of a time when you were at your best, describe what happened and what you did in the situation.
- Students to share their experiences. The strengths demonstrated are identified and named e.g. perseverance.
- Students to write their top three strengths on post-it notes, and then move around the room to find other students with similar strengths. Discuss.
-

Positive Meaning: Acts of kindness

- Choose a day and on that day decide to do one new and special large act of kindness or 3-5 little ones.
- Complete your well-being Journal. Write or draw how you feel.

3.2.2 The pilot study

A pilot study (February-June 2008), was conducted by the researcher to test the feasibility of the curriculum in terms of delivery of the content and any modifications to the content. The pilot study enabled the researcher to become closely acquainted with the practicalities involved in using the curriculum teacher manual and student journal. The pilot was carried out in school A with a year 5 class. The curriculum was delivered by the researcher in 12 weekly sessions of 90 minutes. It was agreed by the school senior management team that it would be helpful for the teacher of the participating class to remain in class throughout the sessions.

It was agreed that this would help prepare the teacher to teach the curriculum for one of the 2 intervention classes in the following academic year for the main research study, which was planned to be conducted in the Year 5 classes, the following academic year. At the time of the study this was not possible due to

unexpected staff changes, and the research study was conducted with Year 4 classes. Once the classes were identified for the pilot, parental permission was sought via letter (Appendix). Student consent was attained via a Student assent form (Appendix).

The pilot study was extremely helpful, in expanding and clarifying the teacher notes included in the PWBC manual. Weekly meetings were held by the researcher with the class teacher, to discuss and clarify any possible improvements in the curriculum manual and delivery prior to conducting the main study.

3.3 Modifications of the Positive Well-being Curriculum

Weekly meetings with the pilot class teacher provided opportunity for the researcher to review and refine the curriculum guide to be used by teachers for the main study. Interaction with the students during delivery of the curriculum enabled the researcher to gain insights and thereafter to make changes to the PWBC student journal in order to enable the pupils to engage and complete the activities it contained.

Modifications made to the PWBC, teacher guide.

- Curriculum notes to clarify the learning outcomes for each session.
- Key teaching points for each session to be inserted.
- Further detailed descriptions of how activities were to be delivered by the class teacher.
- A brief glossary included at the end of each section to explain new or unfamiliar words.
- The information for each session to be presented in landscape format, allowing the information to be available at a glance.
- Theory segment for each session was reduced.
- Modifications made to the PWBC, student journal.
- The language used was reviewed to ensure it was clear and jargon free.
- In the pilot the Student Journal had comprised of separate sections for each of the four domain areas, these four sections were now combined to make

one complete booklet containing all the supporting activities from the curriculum.

3.4 Summary

This chapter has provided descriptions of the process of development of the PWBC and pilot study which explored the feasibility in terms of delivery and content. Modifications made to the curriculum have been addressed.

The next chapter provides a full description of the methodological approaches employed in the current research study.

Chapter 4: Methodology

4.1 Overview of the chapter

This chapter provides a description of the research paradigm and design used in the study. The role of the researcher is addressed, as is the preparation and implementation of the intervention. The chapter provides a description of the quantitative phase of the two-part mixed methods sequential design. The four measures used in the study pre- and post- intervention are described.

A description of the qualitative phase of the study is provided next. A description of the focus group interviews with the children from the intervention classes and semi-structured interviews with the teachers who delivered the PWBC are provided. The methodology employed to conduct the research and the approach to the collection and analysis of the data is addressed. A discussion of related ethical issues pertinent to this study is also discussed in this chapter.

4.2 Research objective and rationale

This study explored the impact of the PWBC intervention on the well-being of the participating pupils. The impact was measured pre- and post the intervention using four separate measures. The perceptions of the teachers and pupils participating in the study were explored through interview**s** and focus groups respectively.

The rationale for focusing the research on well-being was the centrality that well-being plays in learning and school improvement. The underlying hypotheses of the research was that the explicit inclusion of a well-being curriculum for primary aged pupils would lead to an improvement in well-being for all pupils as assessed by well-being measures after participating in the 12- week PWBC intervention.

4.3 Research design:

A two-phase mixed method sequential exploratory design was employed (Creswell and Plano Clark, 2011). A within and between subjects design was used in this study. The research was undertaken in two phases across two primary schools in an outer London borough. In order to protect the anonymity of the schools and participants the schools were assigned alphabetic codes 'A' and 'B' and participants' names were anonymised.

The first phase of the study was carried out in primary school 'A' with three Year 4 classes. As there were three classes within the year group, it was agreed by the researcher and the school staff that two classes would act as the intervention group intervention classes and the remaining class as a control group. In this way the maximum number of children would receive the PWBC. It would also enable the researcher to note differences between the two intervention classes. The intervention classes and control class were allocated by senior staff.

Training was provided for the two intervention class teachers by the researcher. This consisted of a brief introduction to PP and overview of the PWBC (Appendix A) and student journal (Appendix B) followed by a clear explanation of the activities contained in the curriculum guide and student journal.

The second phase of the study was conducted the following year in junior school 'B', a four form entry school. It was agreed by the researcher and the school's senior management team to conduct the study with children in Year 4 with two classes acting as the intervention group and two classes acting as controls. The second part of the study replicated the first part in all aspects.

The rationale for undertaking the study in two phases over a two year period was to explore the impact of the PWBC when presented to pupils in schools in different parts of the local authority. School A and B are located in the west and south of the borough respectively. Both localities represent different socio-economic and demographics and it was of interest to explore if similar or different results would be obtained when the study was replicated in another part of the borough in school B.

It was also the intention of the researcher to create a larger participant sample of pupils and teachers in the study. The research design used a pre and post intervention design with the pupils from classes in each school, assigned to either the intervention or control conditions.

Standardised measures were used to provide quantitative data on the impact of the PWBC. The measures were administered by the researcher pre delivery of the twelve-week curriculum and once again at the end. The quantitative data, generated by conducting pre and post measures of well-being provided quantitative measures between the intervention and control group. Qualitative data from focus groups allowed in depth exploration of the pupils' perceptions of the experience and impact of the intervention. Semi-structured interviews were conducted with the class teachers of the intervention classes to obtain their insights and experience of delivering the well-being curriculum. Focus groups were conducted with children from both classes to explore their perceptions of the PWBC in depth. The focus groups allowed the researcher to hear the participants' views and perceptions of the curriculum and its impact on their well-being and daily lives.

The focus group format with the reliance on interaction between participants is designed to elicit more of the participants' points of view than would be possible in a more researcher dominated intervention. (Mertens, 2005, p24).

Focus groups were used in preference to 1-1 interviews with the children as this allowed the researcher to observe the interaction of the children as they made sense of the PWBC programme. The focus group methodology enabled discussion to flow, in allowing for agreement, consensus and disagreement. The two focus groups were carried out at the end of the programme for each study, and formed a natural progression as a final session of the programme. The pupils participating in focus groups were a sample of eight children from both intervention classes.

The focus groups provided a means of gaining insight into the reactions of the children about the PWBC. They also provided a means to generate ideas from the children about any topics which were particularly enjoyed or disliked within the curriculum.

Mixed methods were used at the data collection stage and both quantitative and qualitative methods were combined during the discussion of the results: pre and post measures were administered to collect quantitative data and following the posttest measures focus groups were conducted. Following analysis of the two data sets the results and findings from both quantitative and qualitative approaches were combined at the discussion stage. It was considered by the researcher that combining the two methods would better explain the outcomes and impact of the Positive well-being curriculum. The benefits of using mixed methods methodology are best summed up below:

We end up with the assumption that the combination of methods provides a better understanding then either the quantitative or qualitative methods alone (Creswell, 2009, p 27).

The advantage of combining both quantitative and qualitative methods provided greater scope to explore the impact of the PWBC intervention on the well-being of the pupils in the intervention group. The mixed methods provided three sources of data: pre-post measures (quantitative) and data collected from pupil focus groups and teacher interviews (qualitative). The three data sets were analysed separately and then integrated at the data interpretation and discussion stage. The qualitative data were collected to elaborate, enhance and illustrate and clarify the results from the quantitative data (Greene et al., 1989, p. 59).

Leiber, (2009) discusses the challenges of using a mixed method approach in relation to questions of data management, processing and analysis. However, having considered the challenges of using a mixed methods design the researcher felt that the advantages of using this design far outweighed any inherent disadvantages.

A sequential procedure was used, beginning with the quantitative phase to provide baseline measures of well-being prior to the intervention followed by the collection of post-intervention well-being measures following the intervention. This was followed by using a qualitative method that involved seeking the view of the participants (the pupils and teachers who delivered the PWBC).

The quantitative data was gathered through standardised measures conducted pre and post-delivery of the curriculum. This phase of the design was given a greater weighting then the second phase which involved gathering data through focus group and semi-structured interview.

The research involved seven key steps across both schools A and B over a two year period:

1. Development of the PWBC programme.
2. Pilot study conducted in School A with **a** year 5 classes.
3. Modifications were made to the curriculum: teacher's manual and student journal.
4. School A: training was provided for year 4 teachers participating in delivering the curriculum for intervention classes.
5. Pre-test standardised measures administered by researcher to classes participating in the study.
6. Intervention: PWBC delivered by to intervention classes by class teachers.
7. Post measures administered by researcher one week after completion of the curriculum.
8. Focus groups consisting of children involved in the Intervention.
9. Teacher interviews were conducted by the researcher.
10. Steps 5-8 were repeated for the second part of the study conducted in school B.

A Pilot study was carried out in School 'A' to test out the practicalities of delivering the curriculum. Regular meetings with the class teacher at the end of the weekly sessions enabled the researcher to trial the curriculum and receive feedback from the participants necessitating any modifications that were needed to the PWBC. The feedback received, enabled the researcher to further clarify aspects of the delivery of the curriculum as well as additional elements required for the PWBC teacher manual and student journal**.** Details of the pilot study are provided in chapter three**.** Overall, the pilot study provided important insights for the main study.

4.4 Context and location of the study

The pilot study and the main research study were both conducted in school A (April-July 2008 and April-July 2009) and school B (April-July 2010) respectively.

School A was located in in the west of the borough. The school's Ofsted report (2008) described the school as being much larger than average, with 712 children on roll and serving a relatively affluent area. The majority of pupils came from a variety of ethnic minority backgrounds. Eighty six percent of pupils had English as an additional language. The proportion of pupils eligible for free school meals was low.

The proportion of pupils identified with learning difficulties was lower than average, but the percentage with a statement of educational need was higher than it was nationally. The school was formed by the amalgamation of the separate infant and junior schools in September 2006.

At the time of the pilot study, the researcher was working as the school's link educational psychologist for school 'A'. The Head teacher welcomed the opportunity for the school to trial the PWBC. It was agreed that further to the successful completion of the pilot, the main study would also be rolled out to other classes in the school.

School 'A' was a three form entry school, with three classes in each year group. The intervention was undertaken with the two Year 4 classes with the remaining class serving as a control group who would receive the intervention after the end of the research.

The PWBC intervention was replicated in School 'B', a junior school, located in the south-west of the borough (April- July 2010). The school was a four-form entry school which enabled the allocation of equal numbers of intervention and control classes. The recent Ofsted report (2012) described the school as a larger than the average sized junior school. The majority of pupils were from a range of minority ethnic heritages, the largest groups being pupils from Asian or mixed backgrounds. Other groups included those from black African or Black Caribbean backgrounds.

Pupils speak 28 different languages and the proportions who speak English as an additional language was above the national average. The proportion of those eligible for free school meals were also above the national average. The proportion of pupils, who had special educational needs and/or disabilities, including those with a statement of special educational needs**,** was above the national average.

It was suggested by the senior management team at school 'B' that the PWBC be made available for the year 4 classes. The intervention and control classes were assigned by the deputy head teacher, who was nominated by the head teacher to be the key contact person in the school for study. The researcher liaised closely with the deputy head teacher and class teachers to coordinate the weekly arrangements for the delivery of the curriculum.

4.5 Method

4.5.1 Sampling and participants

The opportunity to conduct the pilot study in school 'A' arose from a request by the Head teacher with regard to providing additional enrichment sessions for the more able children in the school. Through discussion with the head teacher and deputy head teacher, the researcher was able to present the various activities contained within the. Both the head teacher and deputy head teacher expressed interest in the curriculum.

Further information was provided by the researcher and following several further discussions with the Deputy Head teacher, it was agreed to conduct the pilot study with children in year 5. It was agreed that the researcher would deliver the curriculum weekly alongside the year 5 class teacher. Recruitment of the school in which to conduct the pilot study was achieved with relative ease, given the relationship of the researcher with the school. School 'A' gave further consent to participate in the actual research following the pilot. The researcher then contacted all six four- form entry schools in the borough, including school 'B', in which the researcher worked as the link school psychologist.

Four of the six schools indicated an interest in taking part in the research; however, three schools subsequently indicated they were unable to participate in the study due to unprecedented practical reasons. School B expressed interest and was able to make practical arrangements in school to ensure the delivery of the PWBC. Thus convenience sampling methods were used to recruit the schools.

Pupils

The participants were 204 primary children (133 boys and 71 girls) between the ages of 8 to 10. The participants were recruited from two primary schools in a borough in north east London. The children were from Year 4 and 5 classes. There was a total of seven classes: Four receiving the intervention and three acting as control classes. Pupil consent to take part in the study was obtained by providing information to parents and career with the invitation for them to provide written consent for their child to take part in the study. Assent forms were also provided for the pupils of the participating classes. Those with missing data for the variables under investigation were excluded in the analyses (two children were not present at both the pre and post events and for that reason their data was excluded from the analyses).

The participants of the focus groups were chosen by the class teachers of the intervention classes. The only criteria to guide their choice being that the pupils should be willing to take part in the focus group and that the pupils chosen should be those that would be confidant to speak in a group situation. Teachers chose pupils from pupils who volunteered to participate in the focus groups: For school A the sample consisted of four boys and four girls (n=8), for each of the two focus groups. The sample for school B consisted of five boys and five girls (n=10) for each of the two focus groups. The larger number membership of the focus groups for school B occurred because of a misunderstanding between the researcher and class teacher. As the pupils had volunteered and had been selected the researcher conducted the focus group with the two additional pupils.

Of the 204 students who participated in the study, 82 attended school A and 122 attended School B. The intervention group included 119 students and 85 students comprised the control group.

Figure 3 and Table 5.3. depicts the gender distribution by school. There were a total of 115 males in the study and 89 females, with school A having a slightly higher proportion of males than School B, 59% versus 54%, respectively. Two students were lost to follow-up at Time 2.

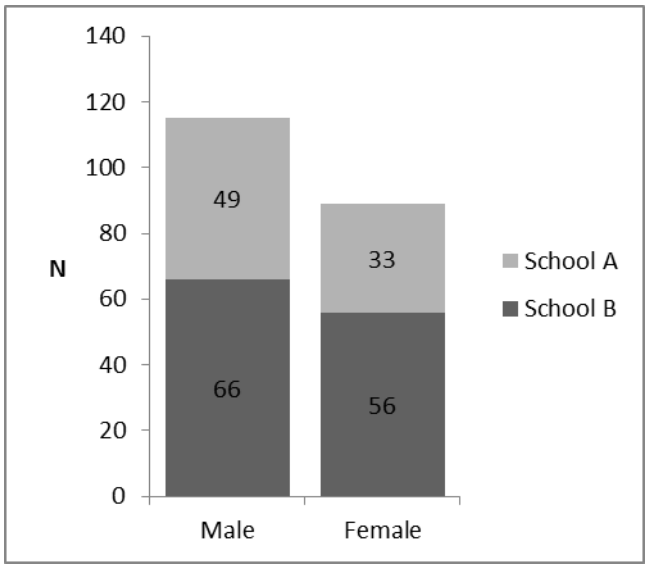


Figure 3: Gender distribution by school.

The age of participants ranged from 8 years (n=39) to 11 years (n=2); however, the majority of students were ten years old (n=116). The average age of participants overall was 9.38 (SD=0.80).

As displayed in Table 5.3, students in school A were of younger with an average age of 8.52 (SD=.50) and no participant was over the age of 9. However, the mean age for School B was 9.98 (SD=.22) and included only 4 nine year olds.

Table 1: Demographic distribution of the sample, N=204.

	School A N (%)	School B N (%)	Overall N (%)
Age (Mean, SD)	8.52(.50)	9.98(.22)	9.38 (0.80)
School A	--	--	82 (40.20%)
School B	--	--	122 (59.80%)
Sex (Male)	49 (59.76)	66 (54.10)	155 (56.37%)
Intervention Group	56 (68.29)	63 (51.64)	119 (58.33%)

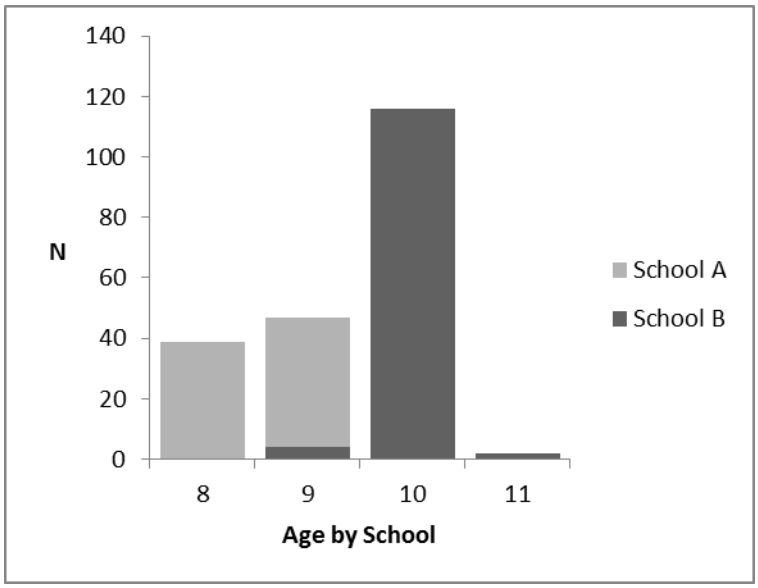


Figure 4: Age distribution by school.

Teachers

Teachers were recruited to deliver the PWBC by the school senior management team. Teachers were informed about the research study and the positive well-being curriculum. Senior management staff said that had chosen teachers whom they felt would enjoy taking part in the research study and who would be able to manage the demands required to do so. Teacher consent was also obtained from via a written consent from prior to delivery of the intervention.

Table 2 provides the distribution of participants in each condition.

Table 2: Numbers of pupils in each condition who completed the pre-and post-intervention measures

	School A	School B	Total
Control	26	59	85
Intervention	56	63	119
Total	82	122	204

4.6 Measures

Table 5 provides an overview of the dependent variables used to measure the well-being of the pupils, the measures used to collect the data followed by a brief description of each measure. This is followed by a more detailed description of each measure and the rationale for its selection.

Table 3: Description of measures

SPSS Variable	Instrument	Measures
MALS	Myself as Learner Scale (Burden, 1998)	A 20-item scale producing scores ranging from a minimum of 39 to a maximum of 100 in this study.
MSLSS	Multidimensional students'Life Satisfaction Scale (Huebner, 2001)	A 40-item scale producing scores ranging from a minimum of 74 to a maximum of 160 in this study.
PANAS-C 1	Positive and Negative Affect Scale (Laurent, 1999)	A 20-item scale measuring positive affect, producing scores ranging from a minimum of 15 to a maximum of 83 in this study.
PANAS-C 2	Positive and Negative Affect Scale (Laurent, 1999)	A 20-item scale measuring negative affect, producing scores ranging from a minimum of 11 to a maximum of 74 in this study.
FACES	Social Indicator of Well Being (Andrews & Withey, 1976)	A seven point Likert scale ranging from 1 = very happy (visually depicted by highly upturned mouth) to 7 = very depressed (visually depicted by a highly down-turned mouth).

4.6.1 Myself as a Learner Scale (MALS).

This scale was developed by Burden (1998) for the assessment of the academic self-perceptions of children aged 9 to 16 years, (grades 5-11). The 20-item scale consists of simple self-referring statements to which the student responds in positive, neutral or negative manner on a five-part Likert scale producing a score ranging from 20 to 100 (Appendix C).

Burden (1996) suggested that a person's self -regard in relation to themselves as a learner and problem solve is, 'likely to be linked with their learning performance or success in dealing with problems (p.26). Students, who obtain an overall sum score of less than 60, are assigned a score of 'low', and overall score of 60-82 is assigned a score of 'average' and a score of 'above' 82 is assigned a score of high.

The initial analysis of the scale (Burden, 1996) demonstrated that were no significant differences between the boys and girls of the cohort. There was, however, a mismatch between the MALS scores and teacher perceptions of the students learning ability. Further analysis of the reliability of MALS has highlighted an alpha reliability index of 0.05. The scale has been standardized across primary and secondary schools across the United Kingdom.

This scale was chosen as one of the tour measures used in this study because it has been standardized with primary pupils and the scale is comprehensible to a wide age range (9-16). The rationale for using this measure was to assess whether the PWBC intervention programme influenced the pupils general self-perceptions about their learning capabilities.

4.6.2 Multidimensional Students' Life Satisfaction Scale (MSLSS).

This schedule was developed to provide a multidimensional profile of children's general life satisfaction (Appendix D). It was designed to be used with children aged 7-17(grades 3-12). The scale consists of 40 items within the five domains of Family, Friends, School, Living Environment and Self (Huebner, 2001).

The schedule consists of items e.g. Family: 'I like being at home with my family', Friends: 'My friends treat me well', School: ''I look forward to going to school', Living

environment: ‘I like where I live’, Self: ‘I think I am good looking’. Participants are required to choose from Likert scale descriptors: never, sometimes, often and almost always. This measure was chosen as it has reported high internal consistency and validity (Drew and Heubner, 1994, Heubner and Terry, 1995). The rationale for using this tool was twofold. Firstly it was used to provide a measure of children’s satisfaction in important specific domains in their life such as family, school and friends. Secondly it was used to assess children’s general overall life satisfaction.

4.6.3 Positive and Negative Affect schedule-Children (PANAS-C).

The Positive and Negative Affect Schedule for Children (PANAS–C; Laurent et al. 1999) measures positive and negative attributes in children from child and parent perspectives (Appendix E). The PANAS-C measures broad affective dimension characterized by feelings of enthusiasm, alertness, and activity, with high PA characteristic of “high energy, full concentration, and pleasurable engagement” with one’s environment (Watson et al. 1988, p. 1063). The negative affect (NA) although related to mood states such as anxiety and depression, is more directly associated with emotionally distressing experiences, such as feelings of sadness, fear, guilt and anger. The scale consists of a number or words that describe different feelings and emotions. Each item has five possible response choices: very slightly=1; A little=2; Moderately =3; Quite a bit=4; Extremely=5 and measures both positive and negative affect, which were measured independently in the analysis.

The PANAS-C (child version) provides favourable psychometric properties for its 30-item scale across various independent clinical and non-clinical samples (e.g., Laurent et al. 1999; Chorpita and Daleiden 2002; Hughes and Kendall 2009). The rationale for using this measure was to provide pre- and post-test measures of self-reported positive and negative attributes by the children.

4.6.4 Social Indicators of Well-being (Faces and Feelings)

This consists of a simple row of seven faces, which express various degrees of feelings ranging from a very upturned smile through to neutral with a horizontal mouth to a very down turned mouth (Andrews and Withey, 1976) (Appendix F).

This measure was chosen to complete the set of four measures as it is a simple pictorial scale for the pupils to indicate feelings about their life in general.

4.7 Intervention materials

4.7.1 Positive Well-being Curriculum

The PWBC which has a prescribed format, supported by a set lesson plans for the twelve sessions formed the primary intervention resource. (Appendix A). A detailed description of the development of this resource and the content has been provided in Chapter 3. The aim of the PWBC intervention was to raise pupils' awareness of positive strategies and skills through the practical experience of PP interventions.

The premise of the PWBC was that the activities contained within its four domains would have a positive effect on the well-being of the children. The curriculum document was accompanied by a student journal for each child in the intervention classes (Appendix B). Each pupil in the intervention class was given a Student Journal. The Journal contained tasks contained in the curriculum presented in a pictorial and clear format. The pupils were able to use the journal to record their thoughts and views.

The key elements of the sessions and examples of activities in the PWBC are provided in chapter 3. The next section describes the procedure involved in phases 1 and 2 of the study.

4.8 Procedure

4.8.1 Phase1:

Step 1

A training workshop was held with the participating teachers to provide training and guidance on the delivery of the PWBC once written consent had been obtained from the participants (Appendix J).

Step 2

The children in the intervention classes who had given their consent to participate in the study were given a brief explanation about the PWBC (Appendix I). The pupils were given a basic outline of the PWBC using the student journal to illustrate activities to be cmleted in future sessions (Appendix B). The researcher explained to the pupils that the curriculum sessions were about learning about what makes people happy and what makes people unhappy. They were also informed that the well-being sessions would give them opportunity to learn through activities to have fun and happy relationships, feel good about what they could do and to become more aware of feeling good about helping others in the community.

Following this all four assessment measures were administered by the researcher to the intervention and control class's one class at a time. The four measures were presented in the same sequence to all pupils. All four measures were administered according to the instructions outlined by the original researchers or from the instruction manuals. The measures were administered again, in the same sequence by the researcher at the end of the twelve-week curriculum. For each measure, individual items were read aloud, and children given time to respond on their individual response sheets.

This procedure was used to reduce any potential reading difficulties which may have restricted successful and valid completion. In order to cater for any language comprehension difficulties the researcher was able to repeat the instructions and

allow sufficient time for pupils to complete each item before progressing to the next item on each measure.

The researcher was supported by the class teacher during this session to ensure that each pupil received a copy for each measure and to that pupils were given ample time to respond to items. The researcher checked that pupils understood the instructions given, and pupils were encouraged to ask questions if further clarification was needed.

Step 3

This involved the 12-week delivery of the PWBC programme by the participating teachers. To ensure fidelity clear instructions for delivery of explanations for pupils and tasks to be completed were provided within the PWBC manual. The researcher maintained regular contact with the teachers to ensure any unforeseen difficulties were addressed.

Step 4

Post- assessment measures were collated. This involved administering all four measures once again in the same sequence as they were presented in the pre-test in step two. Once again the researcher was supported by the class teacher and pupils were given ample time to respond to items on each measure and pupils were encouraged to ask questions.

Step 5

Focus groups were conducted with children from both classes to explore their perceptions of the programme in depth. The two focus groups were conducted after the completion of the whole PWBC programme, and formed a natural progression as a final session of the programme. The pupils participating in focus groups were a sample of eight pupils from each of the two intervention classes. The focus groups provided a means of gaining insight into the reactions of the pupils about the PWBC. They also provided a means to generate ideas from the pupils about the presentation of the PWBC student jounal and other aspects of the program.

The focus group format provided a natural continuation of the delivery style of the PWBC sessions delivered in the classroom. The pupils from each participating school attended the focus groups in the same school, as an extension of the discussions held within the PWBC intervention. Care was taken by the researcher to ensure, that the pupils felt comfortable to engage and share their views and experiences of the curriculum activities as openly and honestly as possible. Other methods such as interviews were not considered appropriate as the process may have been too intrusive for the pupils. (Marshall and Rossman, 1995).

The model employed for the focus group process, was to direct the group interaction by a series of questions compiled by the researcher (Appendix) The questions for the focus groups were informed by the study research questions. It was the intention of the researcher that the questions would provide a framework for the children's discussion. Due consideration was given to advice provided by Gibbs, Maxwell and Britton (2002) on ethical issues concerning working with focus groups for children; for example, the researcher ensured that the participants were able to make an informed free choice to take part in the focus group; consideration was taken with regard to issues of recruitment and group composition, ways of promoting participation and redressing the balance of power between researcher as group facilitator and the pupil participants.

The focus groups consisted of eight pupils from each intervention class. In total, four focus groups were held two groups for each school. The format of the focus group sessions followed that suggested by Vaughn, Schumm and Sunagreb (1996). The focus groups for each school were held in a separate group room away from the pupil's usual classroom. The pupils and the researcher were seated around a set of interconnected tables in a circular group. All the pupils were able to see each other and the researcher throughout the duration of the discussion. The focus group lasted 30 minutes. The researcher explained the purpose of the focus group to the pupils and a focus group schedule is provided in Appendix (L). Focus group discussions were recorded on a digital voice recorder**.** Brief notes were also taken during the session by the researcher to capture who was speaking and note non-verbal interactions and general observations made during the session. Open-ended questions were used with the pupils to guide the discussion.

Step 6

The class teachers of the intervention classes of all the phases of the study were interviewed individually, using a semi-structured interview to gain their perceptions, views and experience of delivering the curriculum activities. (Appendix K). This method was considered to be the most appropriate method to gather the views of the teachers in a consistent way as the researcher set up the general structure with regard to the topics to be covered and the main questions to be asked (Drever, 1995).

Drever also suggests that the semi-structured interviews allow the interviewee the freedom to talk about particular aspects and how to express these**.** Individual interviews enabled the teachers to share their individual experience and perceptions of the delivery of the curriculum. The teachers were able to respond openly without being concerned that their views or whether their delivery of the intervention was being compared to that of other class teachers taking part in the study. The interviews were held at the end of each study. The main areas discussed during the semi-structured interview are provided below:

Expectations about what would be involved in teaching the Positive Well-Being Curriculum.

Particular activities /topics enjoyed by the teacher and children.

Thoughts and views about the PWBC teacher manual

Least favourite sessions or activities.

Personal lessons learned.

Suggested additions or improvements to the PWBC.

Would the teacher run the PWBC again and or recommend the curriculum to other teachers.

The schedule for the semi-structured interviews enabled the researcher to impose some structure to gathering the data from each teacher while still allowing for the interview to be conducted in a fairly conversational manner (Patton, 1980).

The interview schedule contained seven main questions which sought to explore the teacher's thoughts and views of the delivery and contents of the curriculum. An interview script was prepared with seven main questions (Appendix K).

Kvale and Brinkmann (2009) suggest that due regard be given to evaluating interview questions with regard to thematic dimension, the production of knowledge and dynamic dimensions of the interpersonal relationship in the interview. They further suggest that a good interview question should contribute both to knowledge production as well as a good interview interaction. The interview schedule questions were kept brief and simple relating directly to the topic in hand namely the experience of delivering the PWBC programme.

The researcher and participating teachers had worked together during the course of a term and half of the school year and the relationship between the researcher and individual teachers may be described as familiar. It is the opinion of the researcher that this familiarity and ease in each other's company contributed to the quality of the interview interaction.

In addition to the above considerations the researcher was able to ensure that the interview was conducted along a basic framework which provided a structure and flexibility for each interview. A range of questions were employed as outlined by Kvale and Brinkmann (2009), for example: Introductory questions. 'Can you tell me about your expectations of the well-being curriculum, what did you think it would be like? This was then supported by follow-up questions which included direct questions to clarify what had been said or through non-verbal acknowledgement (e.g. a nod or pause) invite the teacher to continue with their views. Where appropriate probing questions were used to invite the teacher to provide more content, and summarizing responses were used as a checking device to ensure that the responses were understood correctly.

The interviews were conducted at a gentle pace and teachers were given ample time to respond to each question, by allowing pauses in the conversation. At the end of the interview the teachers were asked if there was anything further they had wanted to include prior to concluding the interview.

4.9 Reliability and validity

Cohen, Manion and Morrison (2011) suggest that validity and reliability have different meanings in qualitative and quantitative research and so it is important for the researcher to indicate these clearly and demonstrate fidelity to the approach employed and to abide by principles of reliability and validity required.

In this study this entailed implementing the measures being used faithfully to the underpinning assumption of the construct and content validity. To ensure consistency across both intervention groups the researcher administered both pre and post- standardised measures to intervention and control classes within the study. Another educational psychologist, not a part of the study, checked the scores to ensure accuracy and reliability.

Validity relates to the extent that data collection and analysis addresses the research questions. The data had high ecological validity, as the research took place in a natural real-life setting, a school. The validity was further addressed through the reflexive approach of the researcher throughout the research study process. Reflexivity has been an ongoing process with time given to review and reflect on the researcher's role within the study.

Robson (2002) advocates a 'scientific attitude' when carrying out real world research, working with people in context. He suggests that the research be carried out systematically, skeptically and ethically. It has been an essential pre-requisite of this research study to remain aware of this guidance, given that the role of researcher when seeking a school in which to carry out the research entailed putting forward the possible benefits of implementing the curriculum for the children.

The primary schools in which the research took place were fully informed about the content of PWBC to be evaluated. The participating teachers were provided with training sessions, which briefed them on the content and delivery of the curriculum. The training sessions were delivered at the end of the school day and during the school day during Planning, Preparation and Assessment time (PPA).

This workforce agreement guarantees teachers employed in maintained schools in England and Wales a percentage of their timetabled teaching time to be set aside as PPA. The aim of this allocation is to ensure collaborative professional activity in the preparation of high quality lessons and to increase work life balance for teachers.

Regular bi-weekly coaching sessions were provided to participating teachers as a support mechanism. Contact with the teachers was maintained by the researcher throughout delivery of the curriculum via email and telephone.

The year group classes, their parents and teachers were given full information about the PWBC, to provide informed consent. Verbal and written consent was obtained from each participant and the parents of the children. Throughout the process it was the intention of the researcher to conduct the research in a systematic manner with due regard to ethical considerations which is addressed in the next section.

4.10 Ethical considerations

Attention was paid to ensure that the code of ethical principles (The British Psychological Society, 2006) underpinning the code of ethics and conduct were fully adhered to in conducting this research. Ethical approval was obtained from the University of East London (UEL) Research committee (Appendix, M). Respect and consideration was given to individual, cultural and role differences of the participants in line with the standard of general respect.

Head teachers provided written consent for the schools to take part in the research and also obtained the consent of the teachers who participated in this study. The researchers obtained written consent of the participating teachers (Appendix J)

The *PWBC* was delivered by teachers from the two participating schools. The two teachers for the intervention classes in each school received training by the researcher on the content and delivery of the PWBC activities. Class teachers were supported throughout the duration of the intervention via fortnightly telephone conference calls or face to face meetings as appropriate.

It was not envisaged that there would be any risk of accident or injury over and above that would be expected whilst undertaking regular activities during the course of the school day. Letters containing information about the PWBC were sent to the parents and carers (Appendix H) of the participating classes, for their consent to allow pupils to take part in the study and pupils received a child-friendly information letter (Appendix I).

Parents or guardians were given the option to withdraw from participating in the research at any time without providing an explanation and were reassured that there would be no repercussions if they chose to withdraw. Preliminary discussions with both schools led the researcher to anticipate full participation of the intervention classes taking part in the research study and this proved to be the case as there was no loss due to attrition rates. Written consent was received from parents and children in all the participating classes, and parents were given the choice of contacting the researcher, head teacher or class teacher of the participating schools if they had any queries concerning the study. Class teachers were made aware that the researcher was available to respond to any questions relating to the individual curriculum sessions or the responses of individual pupils on any aspect of the PWBC.

Records such as the class lists and completed assessment records were kept throughout the study and care was taken to restrict the scope of disclosure to that which was consistent with professional purposes (BPS, 2006). In order to ensure confidentiality and anonymity, participants' details were anonymised in the transcripts.

The research was carefully designed to ensure confidentiality of the participants. The data collected was kept confidential so that no-one outside the researcher was involved in handling the data. All the information was collected and stored in accordance with the DATA Protection Act, 1998. On the completion of the research study the data would be shredded and participants were informed of this. All the activities associated with the delivery of the intervention, including pupil focus groups and teacher interview and administration of pre and post measures were conducted on the premises of participating schools.

Following the study, the classes constituting the control groups were provided with the 12-week curriculum to ensure equality of intervention. On the completion of the study, participating schools were debriefed regarding the main findings. The researcher met with school staff during a staff meeting to share the main findings and to be available to answer any questions about the research study. Supervision, self-reflection and discussion with the researcher's peer study group and supervisor ensured that the work undertaken was within the domain of professional competence**.** The study was carried out within a school setting. There was no reported harm to the participants or the teachers taking part in the study.

4.11 Reflexive thinking

Reflexivity was integral throughout the research process. The researcher gave considerable thought to the multiple roles and identities of researcher, intervention designer and evaluator, trainer and the schools' link educational psychologist. The latter was considered by the researcher to be both a benefit and a drawback.

The previously established relationship with the school enabled the research to be conducted from a position of mutual trust and respect. However, the researcher's relationship with 'the system' (schools, teachers and pupils) was fairly entwined, necessitating periods of self-reflection in terms of the researcher's engagement with 'the system'. The researcher was concerned that her multiple roles were not seen by others participating in the research as conferring the researcher with a privileged position of an 'expert'. To counteract this, the researcher ensured that opportunities were available for teachers during the fortnightly 'coaching' and support sessions to ensure an exchange of ideas and dialogue. This was also provided during the training sessions.

Similarly differences in terms of teaching the PWBC in terms of confidence were acknowledged and accounted for in the effect of the PWBC both in teachers' accounts of their experiences of delivering it and also on the effect that this might have had on pupils' well-being measures.

The researcher was also aware of the need to adopt a neutral stance throughout the process of the study. This remained a constant concern throughout the study as the very fact of the researcher's investment of interest and time into the preparation of the curriculum may have led to being less neutral at times. The researcher's awareness of this possibility was addressed through discussions with the researcher's supervisor and peer study group.

Given the dual role of researcher carrying out the pre and post assessment measures and facilitator of delivery of the curriculum for the pilot school; it was important for the researcher to reassure school staff that this would not interfere with the delivery of the curriculum. Staff was also reassured that the pre and post measures would be implemented in a manner to enable the children to respond openly. The school staff expressed their appreciation and excitement at being given the opportunity to trial the PWBC.

Robson (2004) suggested that an in-depth knowledge of the intervention being evaluated may indeed provide an advantage in itself as this can lead to improvements in the service being delivered. This describes the experience of the researcher in this study. However, the researcher also acknowledged that the staff could have wanted the curriculum to succeed and therefore may not have been as objective in their responses during the interviews. The time spent by the researcher in the school during the pilot stage of the study enabled the researcher to become more aware of key contextual factors. Being so closely involved with the process at the pilot stage provided the opportunity to conduct frequent observations of the setting enabling the researcher to identify aspects of the setting that would be useful to the study (Lincoln and Guba, 1985). Additionally the pilot stage process allowed the researcher to gain further insights about the PWBC: the content, sequence of activities and practicalities of delivery in terms of timing of sessions.

The role of the researcher became somewhat removed during the actual research conducted in the two participating schools: primary school 'A' (April-July 2009) and then the following year in school 'B' (April-July 2010). The pre-test measures were administered by the researcher in both schools, followed by the first session of the curriculum.

This involved introducing the curriculum and carrying out the initial activities. Thereafter the researcher withdrew from direct input and maintained in contact with teachers for coaching sessions. The measures were administered once again by the researcher at the end of the curriculum. This allowed for a certain 'distance' from administering the intervention and yet being available for staff should the need arise.

4.12 Data collection and analysis

The measures obtained from the administration of the four standardised assessment measures: MALS, Myself-As-Learner Scale, MSLSS, Multidimensional students' Life Satisfaction Scale, PANAS-C, Positive and Negative Affect Scale for children and Social Indicator of Well-being, Faces and feelings. The measures were scored according to the instructions provided in the manuals by the original researchers. These measures were collated pre- and post- delivery of the intervention for each pupil.

During Time one *(*T1*)* pre- intervention scores and during Time 2(T2) post-intervention scores from the four measures used for each pupil from School A were collected. The same procedure for data collection was conducted for school B. All scores were transferred to the SPSS programme (quantitative data software, SPSS, 2010) for descriptive statistical and cross tabulation analyses. Analysis of the data was conducted through the use of a multivariate regression model. The results of the quantitative data from the four measures were presented in sequence for all four measures.

Thematic analysis was used to examine the transcripts from the four pupil focus groups from the four intervention classes and the four semi-structured teacher interviews which were treated as two separate data sets. Each transcript was treated as a separate data set to explore and identify common themes emerging from thefocus group data. The four data sets were then combined to produce a single data set. The teacher interviews were transcribed and then the data from all four teachers was combined to produce a single data set. The coding process was informed by a number of texts and articles, such as Gibbs, (2009) and Braun and Clarke's, (2006) step by step guidelines on conducting a comprehensive thematic analysis. For each set of data a number of codes and sub-codes were developed. In

the course of undertaking the analysis these codes were collapsed and merged together to develop mutually exclusive codes.

4.13 Summary of this chapter

This study explored the impact of the PWBC on the well-being of the participating pupils and the views of participating pupils and teachers delivering the intervention. A mixed method sequential explanatory design was employed. Both a within and between subjects design using a test-intervention-re-test method was used. Qualitative measures were obtained from focus group discussions with pupils and interviews with teachers. The materials for the PWBC were designed by the researcher.

Convenience sampling was used in the selection of the two participating schools and pupils across the two participating schools were selected. The researcher was the school psychologist for school A and this was the school in which the pilot study was conducted. Further to this the Head teacher was keen that the study be conducted in the school. At the time of the study the researcher was no longer the school psychologist for the school due to changes in school allocations within the educational psychology team. The Head teacher of school B expressed and interest to take part in the study and was included in the second year of the research study. The study spanned a two-year period (February-July 2008 and February-July 2009).

This chapter addressed the design, data collation and analysis procedures exploring the issues of validity and reliability. Ethical issues and the reflective thinking about the process of undertaking the study were also addressed. The next chapter provides the results from the quantitative phase of the study in relation to the first research question which was: What impact does the PWBC have on the subjective well-being of children in the study.

Chapter 5: Quantitative results

5.1 Overview of the Chapter

The overall aim of the present study was to explore the perceptions of teachers and pupils experiencing the well-being curriculum and to ascertain whether the intervention had led to a positive impact as assessed by standardised measures. The hypothesis was that pupils who participated in the PWBC would experience higher levels of subjective well-being compared to pupils who had not participated in the curriculum. It was also hypothesized that pupils and teachers who participated in the PWBC would have positive perceptions of the curriculum. The researcher was also interested in exploring whether particular curriculum modules were perceived more positively than others.

This chapter presents the results of the impact of the Positive Well-being Curriculum intervention on pupils' well-being following the twelve week intervention programme. Pupil's responses on four separate measures: MALS, MSLSS, PANAS-C and Faces and Feelings were evaluated at both pre-test and post-test. The pupils' perceptions of the Positive Well-being Curriculum intervention and the teachers' views about the experience of delivering intervention were explored through focus groups and individual interviews and this is addressed in some detail in Chapter 6.

The data were collected to address the following research question:

What impact does the well-being curriculum have on the subjective well-being of the pupils in the study?

This chapter provides an outline of the data collection and management procedures and the analysis and results for the quantitative data to address research question one**.** The results of the impact of the PWBC intervention on pupils' well-being following delivery of the twelve week intervention programme are presented. Pupil's responses on four separate measures: MALS, MSLSS, PANAS-C and Faces and Feelings were evaluated at both the pre-test and post-test. The pupils' perceptions of the PWBC intervention were explored through focus groups. The teachers' views about the experience of delivering the PWBC were also explored through individual interviews.

The data were collected to address the following research questions:

1. What impact does the well-being curriculum have on the subjective well-being of the pupils in the study?
2. How do pupils perceive the well-being curriculum?
3. Are there particular modules or strategies that are perceived more positively than others by the pupils?
4. How do teachers delivering the well-being curriculum perceive the intervention?

Firstly, the expectation of the researcher was that pupils who participated in the PWBC would experience higher levels of subjective well-being compared to pupils who did not receive the curriculum. Second, it was expected that pupils and teachers who participated in the PWBC will have positive perceptions of the curriculum. The researcher was also interested to explore if particular modules of the curriculum were perceived more positively than others.

The overall aim of the present study was to explore the perceptions of teachers and pupils experiencing the well-being curriculum and to attempt to demonstrate a positive impact of the intervention as measured by the standardised measures.

This chapter provides an outline of the data collection methodology and describes the data management procedures. The descriptive and analytical methodology is also described and results of the intervention curriculum are presented.

5.2 Data Collection Methods

5.2.1 Quantitative Data Collection

To explore the impact of the PWBC on the subjective well-being of the pupils on the study, all pupils were administered the four measures sequentially in one session. Pupils in the intervention group subsequently received the 12-week PWBC. This programme included an educational curriculum of activities that would enable pupils to incorporate the learning into their daily lives at school and at home.

The PWBC included exploring activities which include: *What make you happy? Meditation, and Acts of Kindness.*

The two groups of pupils, referred to as the experimental and control groups, respectively, were located at two schools, named school A and school B. Classes were randomly assigned to be either experimental and control group by the senior management team in each school. The name of each pupil was not recorded. Instead, each pupil was assigned a unique identifying code to link pre-test and post-test data. There were two time points (the pre-test and post-test) that were conducted 12 weeks apart. The pre-test was conducted on the day the intervention was begun. Upon completion of the programme, post-test data were obtained for all pupils using the same four measures at the pre-test. Each measure was scored for each pupil according to instructions provided by the original researchers (Burden, 1998; Huebner, 2001; Laurent, 1999; Withey, 1976). Table 4 provides a summary of the four measures employed in the study.

Table 4: Description of measures for dependent variables.

SPSS Variable	Instrument	Measures
MALS	Myself as Learner Scale (Burden, 1998)	A 20-item scale producing scores ranging from a minimum of 39 to a maximum of 100 in this study.
MSLSS	Multidimensional students'Life Satisfaction Scale (Huebner, 2001)	A 40-item scale producing scores ranging from a minimum of 74 to a maximum of 160 in this study.
PANAS-C 1	Positive and Negative Affect Scale (Laurent, 1999)	A 20-item scale measuring positive affect, producing scores ranging from a minimum of 15 to a maximum of 83 in this study.
PANAS-C 2	Positive and Negative Affect Scale (Laurent, 1999)	A 20-item scale measuring negative affect, producing scores ranging from a minimum of 11 to a maximum of 74 in this study.
FACES	Social Indicator of Well Being (Andrews & Withey, 1976)	A seven point Likert scale ranging from 1 = very happy (visually depicted by highly upturned mouth) to 7 = very depressed (visually depicted by a highly down-turned mouth).

5.2.2 Qualitative data

To address research questions 2 and 3 focus groups were conducted at the end of the programme with pupils from intervention classes to explore their perceptions of

the programme in depth. The pupils in the focus groups were a sample of eight pupils from both intervention classes.

Upon completion of the PWBC, teachers of the intervention classes were interviewed individually, using semi-structured interview to gain their views and perceptions of the programme.

5.3 Data Analysis

5.3.1 Pilot Study Results

Prior to the main study, a pilot study was undertaken with 29 participants from school A (February-June,2008)The primary aim of the pilot study was to trial the practical feasibility of delivering the PWBC. For the pilot the researcher delivered the programme to a year 4 class.

T-tests and Wilcoxon's matched pairs tests were used to assess whether there were significant changes in MALS, MSLSS (and its five subscales), the PANAS-C, and the Faces and Feelings scale over time. There were no significant differences in the MALS, PANAS-C (positive and negative affect) or the Faces and Feelings scale. There was an overall increase in the MSLSS measure and specifically for the Self scale, which was significantly higher post-intervention.

Additional information was gathered which informed the content and implementation of the PWBC in the main study, Modifications were made to both the PWBC teacher manual and PWBC journal prior to the main study as previously described in chapter 3.

5.3.2 Quantitative data

The dependent variables used to measure the well-being of the pupils, the measures used to collect them, and the data collected have been outlined in Table 4. As mentioned in the methodology, all variables were measured at the scale/interval level. For the MALS, MSLSS, and PANAS-C (positive and negative affect, reported

independently) measures, the highest score reflected the highest level of well-being, and the lowest score reflected the lowest level of well-being.

The PANAS-C (negative Affect) and Faces and Feelings; however, initially measured well-being in the opposite direction. For example, a low score reflected a low level of well-being and a high score reflected a high level of well-being. Consequently, the PANAS-C and Faces and Feelings scores were reverse coded so that all the variables measured well-being in the same positive direction. The three categorical independent variables are defined in Table 5.

Table 5: Description of measures for independent variables.

Variable	Number of Groups or Levels	Categories
Intervention	2	1 = Experimental Group 2 = Control Group
Time	2	1 = Pre-test 2 = Post-test
School	2	1 = School A (3 Classes) 2 = School B (4 Classes)

The protocol for conducting the analysis in SPSS followed the instructions provided by Field (2009). Bivariate and multivariate mixed-effects regression methods were used to test for main intervention effects for each of the dependent variables. These methods were used to explore whether the intra-individual change in the dependent variables was attributable to the intervention (the MALS, MSLSS, and PANAS-C and Faces) over time, controlling for school, age, and gender. Analytical methods and results for each of the four research questions are described below.

5.3.3 Testing assumptions and diagnostics

5.3.3.1 Normality

Continuous variables were checked for normality using histograms and *z*-scores. These diagnostic tests indicated normality. Sensitivity analyses were conducted using the complete dataset and the dataset excluding outliers (Pallent, 2010).

No changes in the results were observed; therefore, the complete dataset was used for all analyses. All variables were normally distributed with the exception of the PANAS-C (Negative Affect) measure, which was then log-transformed to maintain a normal distribution.

5.3.3.2 Homogeneity

Next, assumption of homogeneity of inter-correlations was tested, as each level of the between-subjects variability should be the same. This assumption was tested using Boxes' *M* statistic (Pallent, 2010). This statistic is very sensitive; therefore, a more conservative α=001 was used. Lavene's test for equality of variances was used to test whether the variance of scores for the two groups is the same, and results suggested equality of variances for each measure.

5.4 Results

5.4.1 Research Question 1. What impact does the intervention have on the subjective well-being of participants?

Bivariate and multivariate mixed-effects ordinary least squares (OLS) regression methods were used to evaluate the main effects of the intervention on three dependent variables. This method is appropriate because each of these outcome variables were continuous and normally distributed. These continuous dependent variables include: scores on the MALS scale, the MSLSS (and its respective subscales), and the PANAS-C.

Because the Faces scale was not normally distributed, an ordinal regression procedure was used to evaluate the intervention effect on this scale. The distributions of each of these variables are displayed in Table 6.

Table 6: Distributions of dependent variables.+

	Time 1	Time 2	Range
	Mean (SD)	Mean (SD)	
MALS	76.52 (12.82)	79.21 (13.01)	20-100
MSLSS	128.53 (15.75)	132.49 (15.83)	40-160
Family	22.64 (4.52)	24.38 (4.08)	11-29
Friends	29.75 (5.31)	30.52 (5.05)	12-36
School	24.90 (4.80)	25.64 (4.83)	8-32
Self	23.01 (3.87)	23.28 (3.86)	7-28
Living environment	28.23 (5.49)	28.84 (5.62)	11-36
PANAS-C (+)	57.07 (12.54)	57.07 (12.54)	17-83
PANAS-C (-)	26.28 (11.80)	26.28 (11.80)	11-68
Faces and Feelings (Median, Range)	6 (1-7)	6 (1-7)	

Descriptions of the dependent variables are provided in Figures 5-9. Figure 5 shows the distribution of the MALS scale at times 1 and 2. This figure shows that the distribution is approximately normal and appears to increase slightly over time. Specifically, MALS scores at times 1 (dark grey) and 2 (light grey) are depicted on the horizontal axis, and the number of pupil's who received each score are represented on the vertical axis. This table shows that the lowest MALS score was observed at time 1, and light grey (time 2 scores) MALS scores become higher more frequently. As a result, this visually depicts the positive trend in MALS values over time observed in the bivariate statistical models.

Figure 5: MALS Scores at each time period.

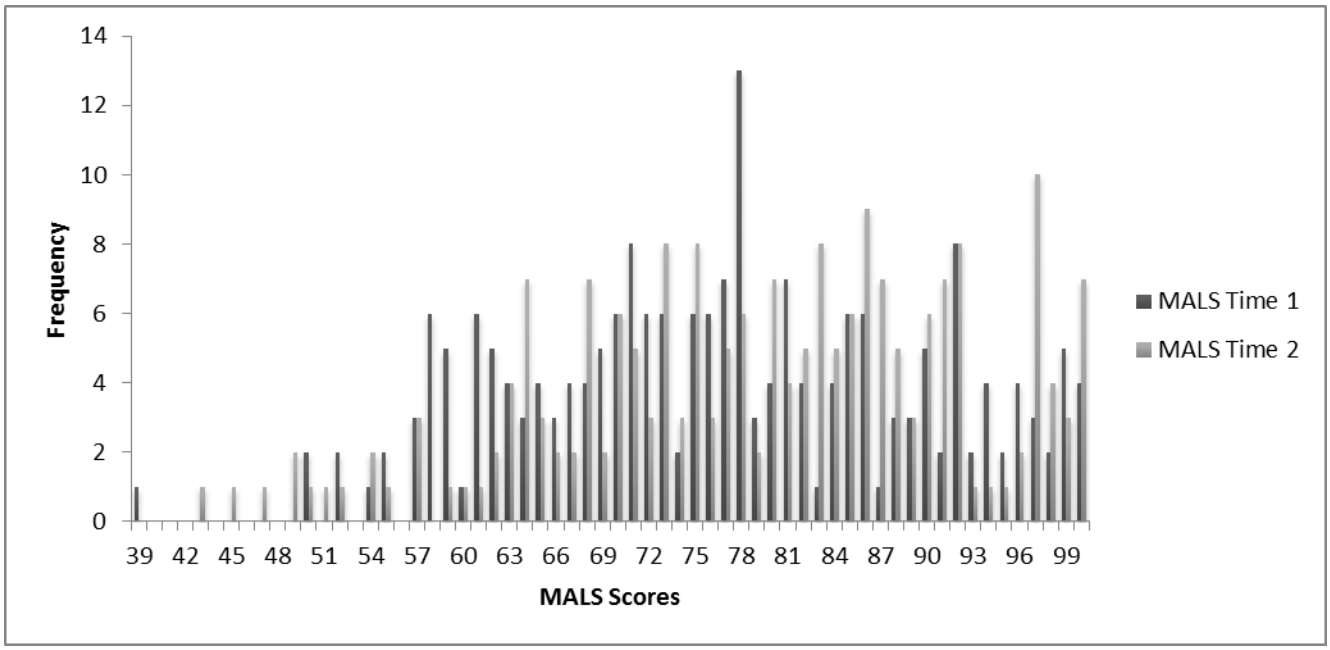


Figure 6 displays the distribution of the MSLSS scale across times 1 and 2. Similarly, the MSLSS scores are normally distributed and appear to increase over time. Specifically, MSLSS scores at times 1 (dark grey) and 2 (light grey) are depicted on the horizontal axis, and the number of pupil's who received each score are represented on the vertical axis. This table shows that the lowest MSLSS overall score was observed at time 1, and light grey (time 2 scores) MSLSS scores become higher more frequently. As a result, this visually depicts the positive trend in MSLSS values over time observed in the bivariate statistical models.

Figure 6: MSLSS Scores at each time period.

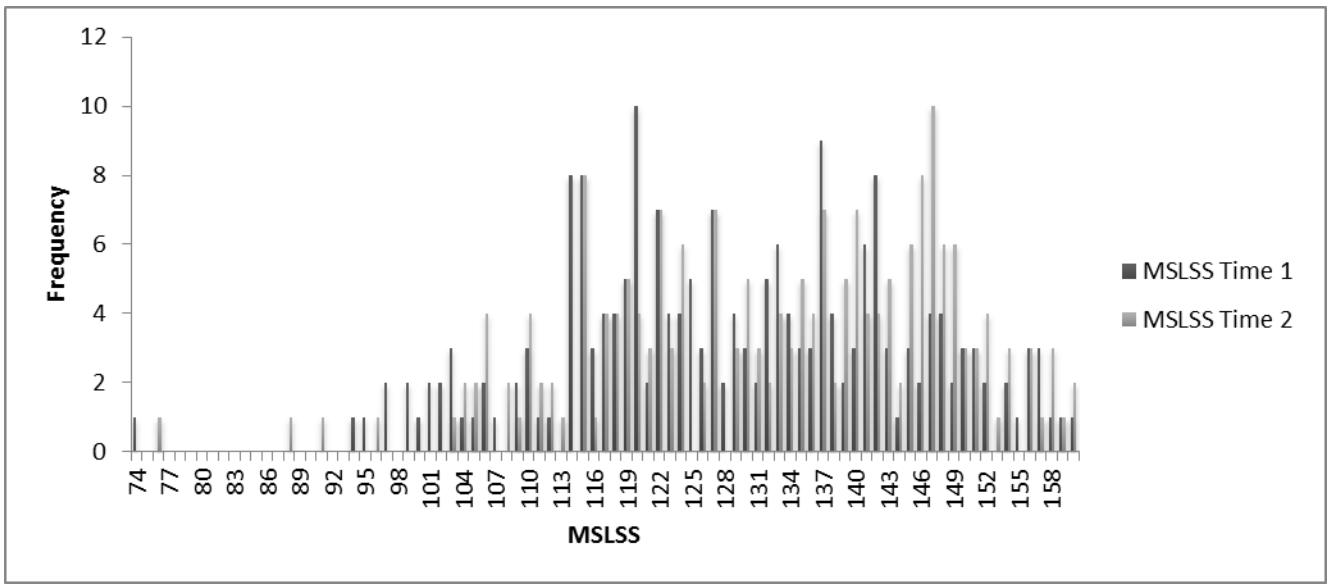
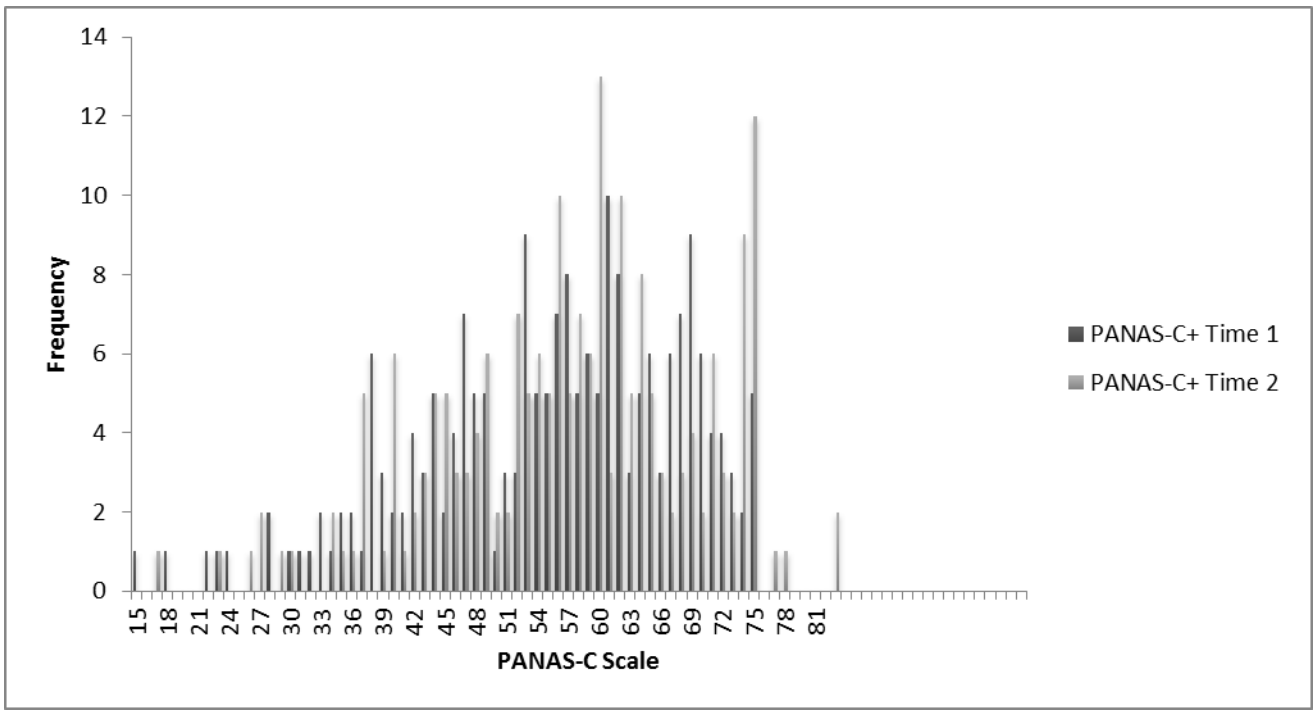


Figure 7 depicts the distribution of the PANAS-C (Positive Affect) over time. This scale approximates a normal distribution and is therefore approximate for use in OLS regression as a continuous outcome variable. Specifically, PANAS-C positive affect scale scores at times 1 (dark grey) and 2 (light grey) are depicted on the horizontal axis, and the number of pupil's who received each score are represented on the vertical axis. This table shows that scores appear consistent across both times 1 and 2, and there does not appear to be a trend over time in PANAS-C positive affect scores.

Figure 7: PANAS-C (Positive Affect) Scores over time.



Finally, the PANAS-C (Negative Affect) variable is depicted in Figure 8 This original PANAS-C variable was strongly skewed right due to the large proportion of small values on the scale; therefore, the log transformed variable was used for multivariable analysis. PANAS-C negative affect scale scores at times 1 (dark grey) and 2 (light grey) are depicted on the horizontal axis, and the number of pupil's who received each score are represented on the vertical axis. This table shows that scores appear lower at time 2 (light grey), as the lowest scores observed (11-14) were more common at time 2 compared to time 1. This is evidenced by the tall light grey line at score 14, which represents a doubling in the number of pupils who scored low on negative affect at time 2 compared with time 1. Therefore, this figure shows that although more students scored lower on the negative affect subscale of the PANAS-C at time 2 compared to time 1, there does not appear to be a substantial amount of variation as scores increased. In other words, there may be a floor effect in place and it is possible that negative affect was so low at time 1 that there was little room for affect to further diminish at time 2.

Figure 8: PANAS-C (Negative Affect) Scores over time.

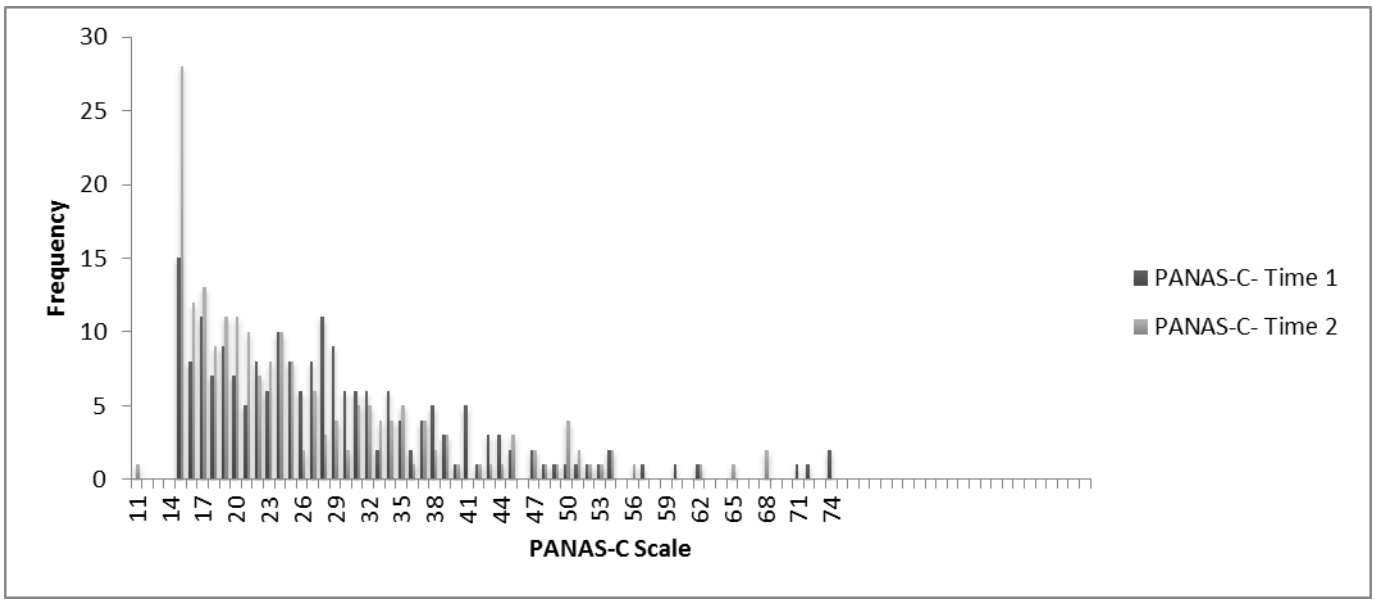
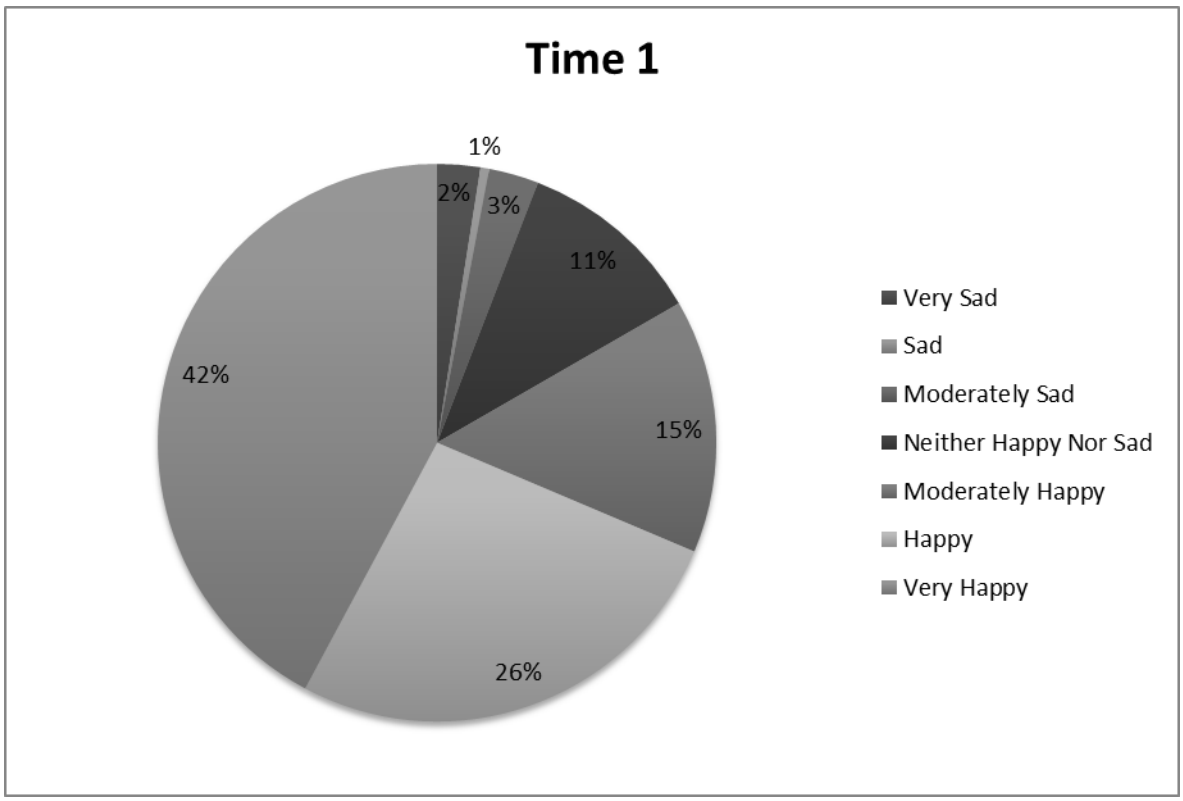
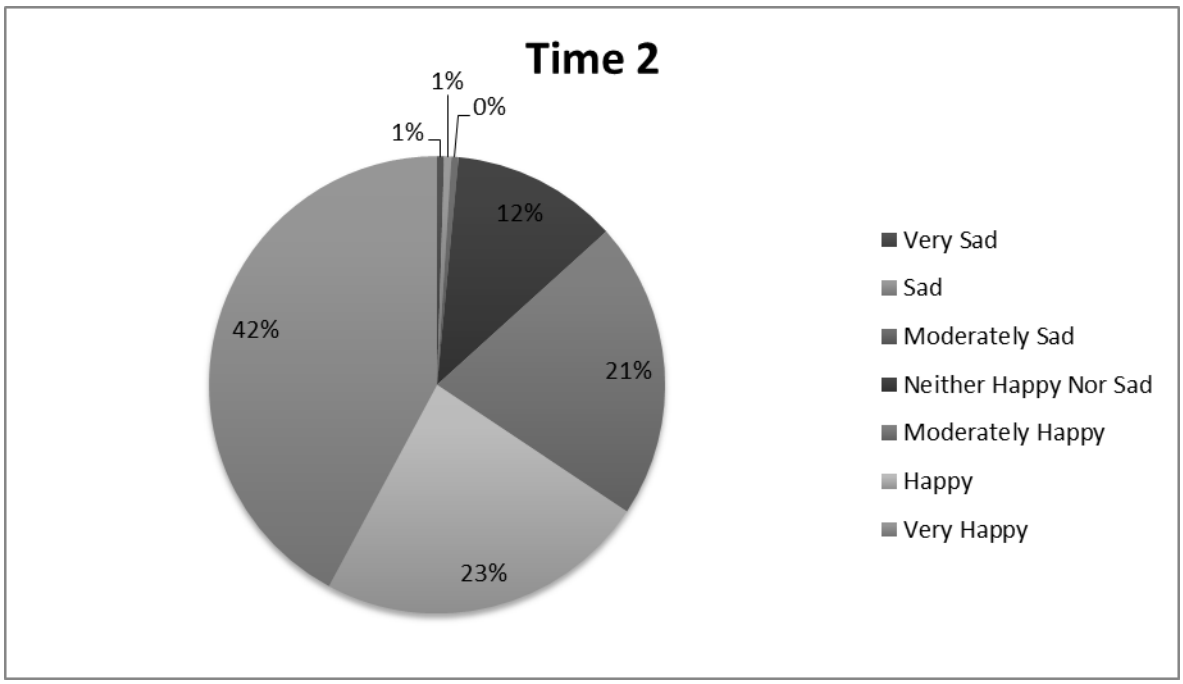


Figure 9 depicts data from the faces and feelings scale between times 1 and 2. In both figures, lighter shades of grey indicate more happiness, and darker shades indicate sadness. Both figures show that most pupils were ‘very happy’ (42%) at both time points. The proportion of pupils who were 'happy' decreased from 26% to 23% between times 1 and 2; however, the proportion of 'moderately happy' (from 15% to 21%) and 'neither happy nor sad' increased from 11% to 12%. Similarly, the proportion of those who were 'moderately sad' and 'very sad' decreased substantially over time.

Figure 9: Distribution of Faces scale at Time 1 and Time 2.





Bivariate t-tests to examine the change in scores for each of the dependent variables over time were conducted prior to multivariable analysis. These results, stratified by school, are displayed in Tables 7 and 8. For School A (Table 9, scores on the MSLSS (including the Family and Living Environment subscales) decreased over time. There was no change in the MALS score or the Friends, School, or Self subscales of the MSLSS. The PANAS-C (+) did not significant vary across time points; however, the PANAS-C (-) increased between times 1 and 2. Finally, scores on the Faces and Feelings scale significantly increased over time.

Bivariate t-tests to examine the change in scores for each of the dependent variables (MALS, MSLSS and associated subscales, PANAS-C, and Faces and Feelings) over time were conducted prior to multivariable analysis. These results, stratified by school, are displayed in Tables 9. For School A (Table 7), scores on the MSLSS (including the Family and Living Environment subscales) decreased over time. Specifically, the mean for the MSLSS scale increased from 131.91 (sd=14.57) at time 1 to 135.39 (sd=14.81) at time 2. This difference was statistically significant (t= -2.29; p<.05). Similarly, the mean for the family subscale increased by approximately one unit over time, and this change was significant (t= -2.31; p<.05). There was no change in the MALS score or the Friends, School, or Self subscales of the MSLSS. The living environment subscale increased from 28.48 (sd=5.84) to 30.22 (sd=4.82) across times 1 and 2, respectively (t=3.20; p<.01). The PANAS-C (+) did not vary significantly across time points (t= -1.84); however, the PANAS-C (-) increased between times 1 and 2 (from 20.01 to 23.50; t=4.79; p<.001). Finally, scores on the Faces and Feelings scale increased by .74 units over time.

Table 7: T-test for change in dependent variables over time, Schools A and B.

	School A				School B			
	Time 1	Time 2	*t*	*p*	Time 1	Time 2	*t*	*p*
	Mean(SD)	Mean(SD)			Mean(SD)	Mean(SD)		
MALS	78.82(11.90)	79.79(12.21)	-.91	.363	74.98(13.23)	78.82(13.56)	-4.11	.000
MSLSS	131.91(14.57)	135.39(14.81)	-2.29	.025	126.25(16.15)	130.54(16.26)	-3.02	.003
Family	23.37(3.68)	24.27(3.80)	-2.31	.024	22.16(4.96)	24.45(4.27)	-5.48	.000
Friends	31.35(5.02)	31.84(4.48)	-.91	.365	28.68(5.24)	29.64(5.24)	-1.69	.094
School	25.82(4.11)	25.80(4.63)	.03	.980	24.29(5.14)	25.54(4.98)	-3.29	.001
Self	22.90(3.56)	23.33(3.66)	-1.10	.273	23.08(4.08)	23.25(4.01)	-0.56	.576
Living environment	28.48(5.84)	30.22(4.82)	3.20	.002	28.06(5.25)	27.91(5.94)	.29	.772
PANAS-C								
PANAS-C (+)	53.93(13.26)	56.84(11.92)	-1.84	.069	55.98(12.29)	57.23(12.98)	-1.18	.239
PANAS-C (-)	20.01(10.52)	23.50(9.69)	4.79	.000	28.74(12.88)	28.15(12.73)	.54	.588
								.467

LogPANAS-C(-)	3.31(.04)	3.09(.04)	5.57	.000	3.27(.04)	3.25(.04)	-.731	
Faces and Feelings[1]	--	.74(.21)	3.55	.000	--	.44(.15)	2.99	.003

[1] A bivariate ordinal regression model was used to test for a change in the Faces and Feelings Scale between Time 1 and Time 2. Time 1 serves as the reference category. A beta coefficient, standard error, and *p*-value are reported.

Results for School B are also displayed in Table 7. There were significant increases in MALS, MSLSS, Family, School, log PANAS-C (Negative Affect) and Faces and Feelings scores over time; however, there was no change the Friends, Self, or Living Environment subscales of the MSLSS. Specifically, the mean for the MALS value increased by 4 units between times 1 and 2, with means of 74.98(sd=13.23) and 78.82(sd=13.56), respectively. The MSLSS scale increased from 126.25 (sd=16.15) at time 1 to 130.54.39 (sd=16.26) at time 2. This difference was statistically significant (t= -3.02; p<.01). Similarly, the mean for the family subscale increased by approximately two units over time, and this change was significant (t= -5.48; p<.001). Further, the school subscale of the MSLSS increased by slightly more than 1 unit between times 1 and 2, an increase that was statistically significant (t= -3.29; p<.01). There was no change in the Friends, Self or living environment subscales of the MSLSS. The living environment subscale increased from 28.48 (sd=5.84) to 30.22 (sd=4.82) across times 1 and 2, respectively (t=3.20; p<.01). Neither the PANAS-C (+) nor the PANAS-C (-) changed over time. Finally, scores on the Faces and Feelings scale increased by .44 units over time, a significant change (t=2.99; p<.01).

Bivariate t-tests and Chi-square tests evaluating intervention and control group differences in each outcome variable at baseline are detailed in Table 8. These statistical tests suggest no significant difference in MALS or MSLSS scores; however, the family and friends subscales of the MSLSS were higher in the control group at baseline. There were no significant differences between the untransformed PANAS-C or the log transformed PANAS-C negative affect variable in the control group compared to the intervention group. Further, Faces and Feelings scores were marginally higher (a significantly greater proportion of observations were above the mean) in the control group than the intervention group. There were several differences in demographic variables as well. Participants in the control group were significantly older than participants in the intervention group, and intervention group participants were more likely to be in School A. There were no gender differences between conditions.

Table 8: Bivariate differences between the intervention and control groups on each outcome variable.

	Intervention	Control	*t*	*p*
	Mean (SD)	Mean (SD)		
	n=119	n=85		
MALS	76.70 (12.49)	76.27 (13.35)	-0.23	.815
MSLSS	127.06 (16.23)	130.59 (14.89)	1.58	.115
Family	22.08 (4.55)	23.42 (4.39)	2.10*	.037
Friends	28.50 (5.80)	31.52 (3.92)	4.17***	.000
School	25.04 (4.56)	24.71 (5.15)	-0.49	.623
Self	23.19 (3.56)	22.75 (4.28)	-0.80	.425
Living Environment	28.25 (5.25)	28.19 (5.82)	-0.08	.935
PANAS-C (+)	54.76 (12.99)	55.69 (12.34)	0.51	.608
PANAS-C (-)	29.60 (12.67)	27.80 (10.87)	-1.06	.291
Log PANAS-C (-)	3.30(.04)	3.25(.04)	-.901	.365
Faces and Feelings[1]	76	64	3.00	.083
Demographics				
Age	9.27 (0.85)	9.58 (0.70)	2.74**	.007
	N (%)	N (%)	x^2	
Gender (Male)	66 (55.46)	49 (57.65)	0.09	.756
School A	56 (47.06)	26 (30.59)	5.60*	.018

*p<0.05 **p<0.01 ***p<0.001

[1] Kruskal-Wallis equality-of-populations rank test for ordinal variables (x^2). Values indicate the number of cases above the median.

Bivariate and multivariate OLS regression models testing the intervention effects are displayed in Tables 9 and 10, respectively. Because the Faces and Feelings scale was measured using a Likert scale, an ordinal regression method was used. The effect of the intervention longitudinally is reflected in the coefficient (Int*Time), which represents the change in each outcome variable that was a function of the intervention. Similarly, the main effects of gender, age, and school on the change in each outcome variable over time are provided. As detailed in Table 10, crude regression models suggest a strong, positive relationship between MSLSS score and change in the intervention group (compared to controls) over time (Intervention*Time beta= 7.74; SE=2.04). This relationship appears to be driven by positive, significant relationships between the intervention condition over time and the Family (beta = 1.81; SE=.59) and Friends (beta=2.99; SE=.78) subscales of the MSLSS, as the school, self, and living environment subscales were not significantly associated with change over time in the intervention condition compared to controls. There was no significant change in any of the other dependent variables (MALS, PANAS-C or Faces and Feelings) attributable to the longitudinal effect of the intervention condition.

Table 9 also details the bivariate relationship between school, gender, and age as correlates of each outcome measure. Gender was not associated with change in any of the outcome variables. However, age was inversely associated with MSLSS score overall (beta= -2.87; SE=1.20) and the Friends subscale (beta= -1.30; SE=.37) of the MSLSS. This finding indicates that the change in MSLSS scores (and the Friends subscale, specifically) were greatest among younger participants. There were also significant differences in the relationship between school and change in MSLSS score. Specifically, participants in School B had significant reductions in MSLSS scores (beta=-5.25; SE=1.95) (and the Living Environment subscale; beta= -1.36; SE=.68) compared to School A. As a result of these bivariate analyses, all 3 of these covariates were retained in the final model.

In the bivariate model, there were significant effects for age on MSLSS and the friends subscale (older age groups experienced significantly less change in these two scales over the course of this study).

There were also significant school effects for MSLSS, friends, and living environment, with less change in each of those outcomes observed in School B compared with School A. This might have been due to the school ethos or teacher delivering the intervention, other school or neighbourhood level factors not related to the intervention**.** Once all of these measures were controlled in the multivariable model, age and school effects were no longer observed. Therefore, it appears that age and school effects observed in the bivariate model were driven largely by either time- or intervention-related factors (e.g., younger participants were assigned to the intervention group and as a result, change in MSLSS were not due to the intervention condition or age).

To directly address the primary hypothesis, the evaluation of whether there was a change in each dependent variable attributable to an interaction between the intervention and time is depicted in the multivariate model in Table 10 (Intervention*Time). Overall, there were significant intervention effects for the MSLSS and the Family and Friends subscales, while holding the covariates (age, gender and school) constant. Specifically, participants in the intervention group had a 7.74 unit (SE=2.04) increase in the MSLSS scale longitudinally compared to control students. This effect was statistically significant ($p<.001$) after controlling for gender, age and school. Similarly, the intervention group had a 1.81 unit (SE=.59; $p<.01$) increase in the family scale and a 2.99 unit (SE=.78) increase in the friends scale over time in comparison to the control group. There was no difference in the MALS, PANAS-C, or Faces and Feelings scales over time.

Finally, the multivariate model in Table 10 includes age, gender and school as covariates; however, none of these variables were significantly associated with change in any of the dependent variables. Therefore, it may be concluded that the observed change in the outcome variables is associated with the PWBC.

Table 9: Bivariate mixed-effects regression analysis testing the relationship between intervention condition and each dependent variable.

	MALS	MSLSS	Family	Friends	School	Self	Living Environment	PANAS-C+	PANAS-C-(Log)	Faces[1]
	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)
Intervention	-.43(1.82)	-3.53(2.22)	-1.34(.61)*	-3.02(.72)***	.34(.68)	.44(.55)	.06(.78)	-.93(.73)	.05(.05)	-.09(.15)
Time	2.15(1.10)*	-.55(1.56)	.68(.45)	-.98(.60)	.13(.46)	.12(.36)	-.20(.58)	.73(1.38)	-.05(.04)	-2.46(.20)***
Int*Time	-.92(1.43)	7.74(2.04)***	1.81(.59)**	2.99(.78)***	1.06(.61)	.26(.47)	1.39(.76)	2.04(1.81)	-.09(.05)	-.34(.22)
Gender	1.91(1.67)	-1.33(1.96)	-.25(.53)	.55(.61)	-.68(.60)	-.24(.49)	-.70(.68)	-.03(1.53)	-.07(.05)	-.04(.11)
Age	-.58(1.04)	-2.87(1.20)*	-.27(.33)	-1.30(.37)***	-.41(.37)	-.02(.30)	-.80(.42)	1.42(.94)	.03(.03)	.04(.07)
School	-2.41(1.68)	-5.25(1.95)**	-.51(.53)	-2.44(.59)***	-.90(.61)	.05(.50)	-1.36(.68)*	1.22(1.55)	.07(.05)	.09(.11)

[1] A bivariate ordinal probit regression model was used to test for a change in the Faces and Feelings Scale.

*p<0.05 **p<0.01 ***p<0.001

Table 10: Multivariate mixed effects regression analysis testing the relationship between intervention condition and each dependent variable.

	MALS	MSLSS	Family	Friends	School	Self	Living Environment	PANAS-C+	PANAS-C- (Log)	Faces[1]
	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)	b (SE)
Intervention	.33(1.84)	-4.45(2.22)*	-1.45(.61)*	-3.48(.70)***	.23(.68)	.45(.55)	-.18(.79)	-.46(1.80)	.06(.06)	-.08(.16)
Time	2.15(1.10)*	-.55(1.56)	.68(.45)	-.98(.60)	.13(.46)	.12(.36)	-.20(.58)	.73(1.38)	-.05(.04)	-2.47(.20)***
Int*Time	.92(1.43)	7.74(2.04)***	1.81(.59)**	2.99(.78)***	1.06(.61)	.26(.47)	1.39(.76)	2.04(1.81)	-.09(.05)	-.34(.22)
Covariates										
Gender	1.50(1.67)	-1.66(1.94)	-.30(.53)	.37(.57)	-.76(.60)	-.21(.49)	-.75(.68)	-.28(1.53)	-.07(.05)	-.06(.11)
Age	3.49(2.30)	.23(2.68)	.02(.73)	-.15(.79)	.60(.83)	-.11(.68)	-.09(.94)	3.85(2.11)	-.03(.07)	-.10(.15)
School	-7.28(3.75)	-5.78(4.37)	-.65(1.19)	-2.52(1.29)	-1.69(1.36)	.29(1.11)	-1.19(1.53)	-4.33(3.44)	.11(.11)	.27(.25)

[1] A bivariate ordinal regression model was used to test for a change in the Faces and Feelings Scale.

*p<0.05 **p<0.01 ***p<0.001

5.6 Key Findings

The key findings of the analysis to address research question 1 are summarised below:

- There were strong positive effects on the MSLSS measure attributable to the intervention. These effects were independent of age, gender and school.

- The two subscales: *Family and Friends*, of the MSLSS increased over time, and this change was greater in the intervention group than the control group.
    - This was also supported by the pilot data.

- Negative affect (PANAS-C), the scores for this measure deceased over time in bivariate models, but after adjusting for age, school and gender, this difference was not significant.

- Scores on the Faces and feeling measure demonstrate that pupils were feeling more positive (happy or very happy face) over time. This was consistently a trend, although not always significant. There may be a floor effect because most pupils were either 'very happy' or 'happy' at time 1.

Chapter 6: Qualitative findings

6.1 Overview of the chapter

This chapter provides a description of how the qualitative data was analysed and interpreted. This study set out to address four research questions: (1) what is the impact of the PWBC on the well-being of pupils? (2) What are pupil perceptions of the PWBC? (3) Do pupils perceive particular modules or strategies in the PWBC more positively then others? (4) What are the perceptions of the teachers with regard to delivering the PWBC? The analysis of the quantitative data addressed the first question in relation to the impact of the PWBC on the well-being of pupils. This was detailed in the previous chapter. The analysis and interpretation of the data from the pupil focus group and teacher interviews are presented in this chapter, addressing the three remaining research questions.

The data from the focus groups, undertaken with the pupils, and the semi-structured interviews conducted with the participating teachers were analysed using thematic analysis. The rationale for selecting thematic analysis over other methods of qualitative analysis was its flexibility as a method providing not only analytic breadth but also a wide range of analytic options. The thematic analysis allowed for analysis of the two data sources (that is four data sets from the pupil focus group and four sets of data from the semi-structured teacher interviews) in terms of principle concepts or themes enabling the researcher to obtain a sense of the key ideas or predominant themes (Braun and Clarke, 2006).

An inductive approach was used to analyse the data. This meant going from the detailed data (transcriptions of the data) to broad categories or themes. The inductive approach enabled the findings to be derived from both the research objectives and an analysis of the raw data. The next section provides an account of the collection and preparation of the data from for analysis.

6.2 Collection and preparation for data analysis

The data from the all four focus groups with the pupils, and from the four semi-structured interviews with teachers from School A and B was collected as shown in figure 10

Figure 10: Data collected from Schools A and B

School A	Intervention class 1 Pupil focus group Teacher interview	Intervention class 2 Pupil focus group Teacher interview
School B	Intervention class 2 Pupil focus group Teacher interview	Intervention class 2 Pupil focus group Teacher interview

The four focus group discussions and teacher interviews were recorded on a digital voice recorder and prepared for analysis by transcribing the recorded data. Questions asked by the researcher were highlighted and all answers to a single question were analysed.

6.3 Process of analysis

This section outlines the stages adopted for analysis of the focus group data and the data from the semi-structured interviews. The model used to undertake the thematic analysis was the 'Framework' model which is also described as a framework matrix (Bryman, 2008). A framework matrix was applied to each data set (four focus group data sets and four interview data sets) separately to create further data sets of core themes and sub-themes.

The framework matrix involved setting up word processed tables and inserting text segments from the data sets into the correct themes. This enabled the focus group and interview data to be compared and contrasted. Similarities or differences between the data within both the focus groups and individual interviews were also noted.

6.4 Finding categories and themes

The stages adopted to analyse the focus group data and the data from the semi-structured interviews are described below.

Step 1

The recordings from the focus groups were listened to one at a time prior to reading each transcript. The transcripts were read as soon as possible to recall the 'emotional tone' of the discussion and obtain a general sense of the data (Hennessy and Heary, 2005)

Step 2

Following several readings of the transcripts, a preliminary, exploratory analysis was undertaken as suggested by Creswell (2005). Text segments from each group were coded semantically, that is themes were identified by the surface meaning of the text. Code labels were assigned to these text segments. Pupil responses were grouped into the predominant themes in relation to each of the ten questions posed to the pupil focus group. The questions presented to the pupils in the focus group are provided in the focus group schedule (Appendix L)

Re-occurring themes were identified and major emerging themes were identified and summarised across all four data sets. The focus of the analysis was based on the ten questions asked in the focus groups and the data was organised by questions asked in the focus groups to explore the responses across all pupils in the focus groups. The reason this was done was firstly to explore how the pupils in the four groups responded to each question. The second justification for focusing the analysis by questions was to identify any consistencies and differences across all the pupils' responses to the questions (Krueger, 1994; Taylor-Powell and Renner, 2003).

Step 3

Responses to the questions were sorted into categories that were organised by codes to describe the meaning of the text segments. Codes were generated for the transcript of each focus group one at a time. The responses to each question were coded to generate a composite list for the focus group: the pupil response text was then read and read line by line and key words and phrases were noted/coded verbatim (using in vivo codes) to identify words and phrases This process was undertaken manually by underlining and highlighting interesting features of the data for each question posed in each focus group. The initial long list produced for each group was then studied again to check for repetitions and similarities. The data was codes inclusively and care take to include a little of the surrounding data to ensure that the context is retained (Bryan, 2001). This process led to a reduction of the code list for each focus group transcript. This process was repeated systematically each of the four focus groups. The code lists for all four focus groups were then studied again as a complete data set to check the data relevant to each code. Codes within the code list were organised into categories. The pupil response text was then read and read line by line and key words and phrases were noted/coded verbatim (using in vivo codes) to identify words and phrases which could form the basis of repeated patterns (themes) for each question posed to the focus group across the data sets. Figures 2 and 3 (Appendix N and O respectively) illustrate the codes and accompanying major themes from focus group data from Schools A and B.

Step 4

1. Each focus group code list was re-examined to check for repetitions and any overlapping codes to ensure completeness of the data set.

2. Clustering text segments illustrating a similar point of view under a code. In other words collapsing codes into broad themes

3. All segments of the data were coded once or coded many times as relevant to the codes. All the data was coded in an inclusive and comprehensive process. The data segments were given a code.

4. The long list of codes consisted of 115 codes across the full data set. Following review of repetitions and overlap of codes this number was reduced 36 codes across the full data set. This reduced list was then studied to identify themes across the whole data set.

5. Specific quotes were highlighted which supported the codes.

Once the data had been sorted in this way, the collated different codes were then grouped according to common features to identify potential themes. For this step of the analysis another tabulated matrix of a number of themes for each category was created. For each key theme text segments which best illustrated the theme was also noted on a matrix. (Appendix N and O).This process was repeated for all four data sets. At this stage there were four matrices for the different data sets: two from each school.

Step 5

The matrices for the four focus groups for School A and School B were used to identify frequently occurring themes across the two intervention classes across each school. The frequently occurring themes were mapped onto a master matrix for each school (Appendix P).

Step 6

Finally the four data sets for the two schools was merged as one data set to create a master matrix for the whole data set from the focus groups from both schools (Appendix P). The analysis of the data identified 16 sub-themes and 5 main themes. The next section provides the findings from the analysis of the focus group data.

6.5 Main themes from the pupil focus groups

Analysis of the pupil focus groups identified nine main themes:

1. Mixed anticipations: fun, interesting, healthy, calm, and hard work
2. Enjoyed practical activities: making and sharing the happiness box
3. Disliked long questionnaire,
4. Usefulness of the PWBC student journal: lots of useful things
5. Support from teachers: explained things, did it with us
6. Helpful things about myself: know how to express myself
7. Helpful things to do: to feel and do better
8. Ideas for improvements to PWBC: more activities and projects
9. Recommend to other classes: to let everyone have a chance

Each theme will be discussed in some detail to provide a more comprehensive account of the views of the pupils with regard to their experience of the PWBC sessions.

6.5.1 Theme 1: Anticipation of the PWBC; positive and negative views

Pupils in all the focus groups expressed their anticipation of participating in the PWBC in positive terms using a range of words to express this positivity. Pupils expressed this not just in terms of their anticipation of the content of the PWBC but also in terms of the anticipated benefits. The quotes below illustrate an anticipation of the curriculum being 'fun' and 'interesting' but also about being taught something they did not know or something 'new'.

I thought it was going to be fun because I thought it was going to be kind of fun because we are going to talk about inside our lives and outside our lives.

(Pupil, school B, class 2)

I thought it was going to be interesting because when they handed the letters out I found it interesting.

(Pupil, school A, class 1)

I thought it would be exciting and experience something new

(Pupil, school B, class 1)

A contrary view was expressed by several pupils who expressed the view that the PWBC would be 'hard' 'difficult' and maybe 'complicated'.

The quotes below illustrates the anticipation of the PWBC being hard work and 'quiet complicated' and equating it with 'work' as opposed to other expressed views which anticipated participating in the PWBC as being fun and interesting:

I thought the lessons were going to be hard, because I just thought they were going to be hard because work is normally hard.

(Pupils, school A, class 1)

I thought the Well-being Journal was going to be quite complicated because when I looked at the book there were lots of difficult things that I don't really understand.

(Pupil, school A, class 1)

6.5.1.1 Sub-theme One: Anticipated benefits of participating in the PWBC

This sub-theme referred to pupils' anticipation of the benefits they felt would result from participating in the PWBC. Words such as 'healthy', 'calm', and 'happy' were used by pupils to describe what might result from their participation in the PWBC as illustrated by the following quotes:

I thought it was going to be like healthy

(Pupil, school A, class 2)

I thought it would be nice and calm, cos it's PP well-being, so it's how you are and what you are doing in the outside world and what you get up to.

*(*Pupil, school B, class 1)

6.5.1.2 Sub-theme Two: Anticipated activities within the PWBC sessions

This sub-theme refers to the pupils' speculation with regard to the kinds of activities that might be contained within the PWBC.

They were going to be like what you can do to help someone or something

(Pupil, school A, class 2)

6.5.2 Theme 2: Favourite activities/sessions

Pupils expressed their enthusiasm for many of the activities within the PWBC sessions. There was some variation across the focus groups about which activities pupils have particularly enjoyed: *The Happiness Box, Kindness day, Meditation, Goals (Steps to success), Relationship circles*. The session which involved making a *Happiness Box* was the one activity which was a clear favourite activity across all four pupil focus groups:

I liked the happy box because we had to make it, and I like art and we have a positive meaning and we had to show it to the class

(Pupil, school B, class 2)

I like the kindness one, kindness because you have to help other people.

(Pupil, school A, class 1)

I like the one about the goals because you can achieve some stuff, so it can make you get further on in life

(Pupil, school B, class 1)

6.5.3 Theme 3: Least favourite activities/sessions

There were a number of activities which emerged as being amongst the least enjoyed sessions: Values in Action VIA) Questionnaire, Saying thank you, Meditation and Kindness day. The majority of pupils indicated strongest dislike for the VIA questionnaire, the reason for the strongly expressed dislike was due to the length of the questionnaire (50 multiple choice questions to be completed working on the computer, online).

Doing the thing with the computer, and so many questions, miss it took an hour miss.

(Pupil, school A, class 1)

I liked everything beside the quiz…and I hated the quiz (the VIA questionnaire)

(Pupil, school A, class 1)

Dislike for the remaining three least favourite activities was expressed in milder terms, by individual children; the voice of the person on a tape used by the class teacher for the meditation activity; experiencing embarrassment during completion of the gratitude visit activity. This activity required pupils to write a letter of appreciation to a person of their choice. Completion of the activity required pupils to read the letter in person to the recipient of the letter.

I didn't enjoy listening to the lady (meditation tape used by the class teacher)

(Pupil, school A, class 1)

Tell it (saying thank you) to your parents, what you were thankful for, it was embarrassing

(Pupil, school A, school 2)

Pupils expressed the view that they did not like the fact that the kindness day activity was restricted to being kind to one person. So in essence pupils wanted to be kind to many different people. (The restriction of being kind to one person added by teachers in school B and was not a requirement of the PWBC).

It's not nice treating, just one person.

(Pupil, school A, class 1)

6.5.4 Theme 4: Using the PWBC student journal

Pupils expressed positive views about the PWBC student journal, both in terms of the presentation and content of the journal.

It looked really nice and it shows you that would be even better inside.

(Pupil, school B, class 2)

I think it's a good book because you learn more stuff and you can keep the book and show down to generations.

(Pupil, school B, class 1)

It gave us a range of activities that would help to think of more, so you can make it happen. It gave you ways to do things.

(Pupil, class A, class 2)

6.5.5 Theme 5: Teacher support during the sessions

All pupils expressed in appreciative terms with regard to the support provided by their class teachers.

The pupils particularly described their teachers being helpful, explaining new ideas and concepts within the curriculum though stories and examples from the class teachers own life experience. Pupils seemed to appreciate this aspect of the PWBC sessions.

He told us a bit about himself as well, so if the questions, he had his own journal and he answered them and shared it with us and explained.

(Pupil, school B, class 2)

She gives really good examples.

(School B, class 1)

They explained everything, they gave you clues

(School, A, class 1)

6.5.6 Theme 6: Helpful things about myself

All pupils across all four focus groups talked about how they had learned helpful things as a result of their experience of taking part in the PWBC sessions. In particular pupils spoke insights gained in terms being able to express and manage their feelings and as a consequence their behaviour with others.

To always talk about it, let your feelings out and hear what other people have to say.

(Pupil, school B, class 2)

Keeping the anger and letting it out

(Pupil, school B, class 1)

Now I express my feelings, stay cool and don't get mad

School A, class 1)

6.5.7 Theme 7: Helpful things to do

This sub-theme refers to pupils across all four focus groups expressing their thoughts about learning useful things as a result of their experience of taking part in the PWBC sessions.

I like the goals because it's like it's you, I want to improve my behaviour, so it's a good thing, I wrote it down

(School B, class 1)

I went outside for the meditation and it was really calming

(School A, class 2)

6.5.8 Theme 8: Even better if more games and activities

The pupils were in agreement that the curriculum would be improved if it contained more games. The pupils explained that they had enjoyed the practical activities which seemed to be like games: Making the Happiness Box, Meditation session and Kindness days, Happiness detective activity from the first session.

Well you know when we did the meditation; maybe we could do more stuff similar to that.

(Pupil, school A, class 1)

Y*ou could have more projects to do like the happiness box.*

(Pupil, school A, class2)

6.5.9 Theme 9: Would recommend to other classes

All pupils expressed enthusiastic agreement that they would recommend the PWBC to pupils in other classes. Pupils particularly mentioned that other classes may find the PWBC useful in relation to managing emotions.

I would recommend it to other classes because you test it out and it works, you should let everyone have a chance.

(Pupil, school B, class 1)

I would do to another class so they know how to work when you are in a bad mood or something

(School B, class 1)

6.6 Analysis process for the teacher interviews

Data was collected from the four class teachers participating in the study though semi-structured interviews. The analysis process conducted for the pupil focus groups, as described earlier in the chapter was repeated for the teacher interview data.

Step 1

The recordings from the teacher interviews were listened to one at a time prior to reading each transcript. The transcripts were read and reread to familiarity with the data

Step 2

Following several readings of the transcripts, a preliminary, exploratory analysis was undertaken as suggested by Creswell (2005). Text segments from each group were coded semantically, that is themes were identified by the surface meaning of the text. Code labels were assigned to these text segments. Teacher responses were grouped into the predominant themes in relation to each of the ten questions posed to the teachers.

The questions in the semi-structured interview used for the teacher interviews were matched to the pupil focus group questions in terms of the content (Appendix K).

Re-occurring themes were identified and major emerging themes were identified and summarised across all four data sets.

The focus of the analysis was based on the ten questions asked in the focus groups and the data was organised by questions asked in the focus groups to explore the responses across all four teacher interview. The reason this was done was firstly to explore how the four teachers in study responded to each question.

The second justification for focusing the analysis by questions was to identify any consistencies and differences across the entire teacher' responses to the questions (Krueger, 1994; Taylor-Powell and Renner, 2003).

Additionally organising and catagorising the teacher interview data systematically using the same process employed with the pupil focus group data would facilitate comparisons to be made between the two data sets at a later stage in the analysis.

Step 3

Responses to the questions were sorted into categories that were organised by codes to describe the meaning of the text segments. Codes were generated for the transcript of each teacher interview one at a time. The responses to each question were coded to generate a composite list for the teacher interview: the teacher response text was then read and read line by line and key words and phrases were coded and noted verbatim (using in vivo codes) to identify words and phrase.

This process was undertaken manually by underlining and highlighting interesting features of the data for each question posed in each teacher interview. The initial long list produced for each group was then studied again to check for repetitions and similarities. The data was codes inclusively and care take to include a little of the surrounding data to ensure that the context is retained (Bryan, 2001). This process led to a reduction of the code list for each teacher interview transcript. This process was repeated systematically each of the teacher interview. The code lists for all four teacher interviews were then studied again as a complete data set to check the data relevant to each code.

Codes within the code list were organised into categories. The teacher response text was then read and read line by line and key words and phrases were noted/coded verbatim (using in vivo codes) to identify words and phrases which could form the basis of repeated patterns (themes) for each question posed to the focus group across the data sets. Figures 2 and 3 in (Appendix R and S illustrate the codes and accompanying major themes from focus group data from Schools A and B.

Step 4

1. Each teacher code list was re-examined to check for repetitions and identify any overlapping codes to ensure completeness of the data set.

2. Clustering text segments illustrating a similar point of view under a code. In other words collapsing codes into broad themes.

3. All segments of the data were coded once or coded many times as relevant to the codes. All the data was coded in an inclusive and comprehensive process.

4. The long list of codes consisted of 110 codes across the full data set. Following review of repetitions and overlap of codes this number was reduced to 24 codes across the full data set. This reduced list was then studied to identify themes across the whole teacher interview data set.

5. Specific quotes were highlighted which supported the codes.

Once the data had been sorted in this way, the collated different codes were then grouped according to common features to identify potential themes. For this step of the analysis another tabulated matrix of a number of themes for each category was created. For each key theme text segments which best illustrated the theme was also noted on a matrix. This process was repeated for all four data items. At this stage there were four matrices for the different data sets: two from each school.

Step 5

The matrices for the four teacher interview for school A and school B were used to identify frequently occurring themes across the two teachers across each school. The frequently occurring themes were mapped onto a master matrix for each school (Appendix S).

Step 6

Finally the four data sets for the two schools was merged as one data set to create a master matrix for the whole data set from the four teachers from both schools (Appendix T). The analysis of the data identified 9 main themes. The next section provides the findings from the analysis of the qualitative data.

6.7 The major themes identified from the teacher interviews

Findings from analysis of the teacher interviews identified several main themes, where possible the themes were labeled using the teacher in vivo words:

1. Mixed expectations: more discussions, looked forward to knowing it, something I could follow
2. Disliked the hard to explain activities
3. Teacher manual clear and helpful
4. Supported pupils by doing it together and sharing stories
5. Insights about their teaching style
6. Insights about pupils
7. Suggestions for improvement to the PWBC
8. Future use of PWBC and recommendation
9. Enjoyment of the experience

6.7.1 Theme 1: Expectation of the PWBC; no definite expectation, looking forward

Teachers stated that prior to attending the *PWBC Teacher training Session;* they did not have any specific expectation of the forthcoming curriculum. There was an expectation that the PWBC would be like other programmes that they were familiar in school.

I thought it would be a lot more discussion and not activity based, more like circle time.

(Teacher 1, school A)

I have no idea; I was looking forward to knowing it

(Teacher1, school B)

Did not have massive expectations, hoping that it would be like PHSE (Personal, Health and Social Education). PHSE was not structured enough, so I was hoping this would be something I could follow.

(Teacher 2, school B)

6.7.2 Theme 2: Favourite activities

Teachers expressed enthusiasm for teaching the practical activities, explaining that they these activities seemed ‘easier to teach’. Teachers reported being aware that if they understood the activities they enjoyed teaching it and this in turn influenced the pupils understanding and enjoyment.

I liked the first few, I found the first few easier to teach and I found that the children responded more to them because they understood them better.

(Teacher 2, school A)

I like the meditation part that was quite nice. I also like the one where we were savouring the moments.

(Teacher2, school B)

6.7.3 Theme 3: Disliked hard to explain activities

Teachers reported finding it difficult to teach activities that they ‘didn’t understand’. Here again the teachers reported that their understanding and enjoyment, or the lack of this influenced how the activity was received by the pupils.

Goal setting, they found that hard.

Being involved in the community, it was hard for me to explain to them

(Teacher 2, school A)

The Flow activity because I didn't understand what I was supposed to be doing there. I found that was tricky to teach. I did not enjoy teaching it so I know the kids will not get anything from it. They all loved the Happiness box.

(Teacher 1, school A)

There was one lesson where there were two sets of photographs at the beginning. Not sure they really got it so much, in general my class are kinda, they are not very emotional class

(Teacher 3, school B)

6.7.4 Theme 4: Teacher manual clear and helpful

Teachers spoke positively about the PWBC teacher manual, describing it as being 'very clear'. Additionally teachers said they found it helpful to have all the information for each session available in one folder.

The curriculum explained everything very well; it was good having the entire vocab, with all the definitions in there. The Journal was good, the children liked it, and pages at the back were helpful.

(Teacher 1, school A)

The teaching book was brilliant; you know in that particular little folder, there was not loose paper hanging around. Very clear in the instructions. Lots of stuff to do in there. Just found it kind of like, some of the material (PHSE program) that was provided to be wishy washy, cos I liked doing this, I wasn't intimidated by doing this especially when I read the material so have enjoyed doing it for that

(Teacher 2, school B)

6.7.5 Theme 5: Supporting pupils experience through working together and sharing experiences

Because we know them, we know how to explain things to them and how to get them to talk and to get them to open up and how to get them to feel safe in the classroom as well. Usually I'm very strict or stay with schools topic and things but now and again I would talk about what I would do and how I plan my things at home and they loved hearing me say how I do things.

(Teacher, school B, class teacher, 2)

Some children found it easy to recall experiences, others have none. Some of them found it difficult to think of a tie when they had to deal with negative emotions. I think the fact that we did most of it together helped so like say the Happiness Box I did mine.

(Teacher, school A, teacher1)

I think of the things are quite helpful. Wouldn't say there is one specific thing but there are lots of good things there I think which is good for us as teachers as well. Makes you realize you don't have to be the loud one or the talented one or the one that answers all the questions, there is a place for everyone in the world.

(Teacher, school A, class teacher 2)

Being more open with them (pupils) because just after discussing that with you as well. I didn't think I could do it and I actually found it quite open I found it really important with this class to do that, and they seemed to learn a lot from it.

(Teacher 1, school B)

6.7.6 Theme 6: Future use of PWBC and recommendation

It's nice, I would recommend it to other teachers and I think it would be a nice experience for them, it's a chance to do things and discuss things with children that you don't otherwise get time to do.

(Teacher 1, school A)

I would but I think for an older year group, even 5 or 6. The first five or six things (activities) were really good for year 4.

(Teacher 2, school, A)

I would run it in another class. I would incorporate it with other activities rather than a stand-alone

(Teacher 1, school B)

Yeah I think so, definitely run it again. It was a good system of work. I would definitely recommend it

(Teacher 2, school B)

6.7.7 Theme 7: Enjoyment of the experience

I enjoyed it, the kids did, they seem to enjoy it, you know pay attention, so I was happy. I was happy with it.

(Teacher 2, school B)

I just want to steal some activities. It's a shame the one child that would have really benefitted was off.

(Teacher 1, school A)

6.8 Similarities and differences between the themes derived from the pupils and teachers

Analysis of the pupil focus groups identified nine main themes as follow:

1. Mixed anticipations: fun, interesting, healthy, calm, and hard work
2. Enjoyed practical activities: making and sharing the happiness box
3. Disliked long questionnaire,
4. Usefulness of the PWBC student journal: lots of useful things
5. Support from teachers: explained things, did it with us
6. Helpful things about myself: know how to express myself
7. Helpful things to do: to feel and do better
8. Ideas for improvements to PWBC: more activities and projects
9. Recommend to other classes: to let everyone have a chance

Findings from analysis of the teacher interviews identify several main themes, where possible the themes were labeled using the teacher in vivo words as follows:

1. Mixed expectations: more discussions, looked forward to knowing it, something I could follow
2. Disliked the hard to explain activities,
3. Teacher manual clear and helpful
4. Supported pupils by doing it together and sharing stories
5. Insights about their teaching style
6. Insights about pupils
7. improvement to the PWBC; more simpler practical activities
8. Future use of PWBC and recommendation
9. Enjoyment of the experience

Both teachers and pupils in the main reported positive expectations in anticipation prior to undertaking the curriculum in school.

Pupils enjoyed the sessions which involved them making, sharing and doing practical things. Happiness being the clear favourite for both pupils and teachers.

Both pupils and teachers reported the usefulness of the student journal. Teachers reported that the curriculum was clear and easy to follow.

Teaches reported gaining insights about the benefits of teachers being ‘more open and participating and sharing the activities with the pupils in their classes.

Teachers spoke of there being some ‘good things’ for them too, although the teachers did not go in to detail beyond supporting the experience for pupils.

Pupils spoke in appreciative terms in relation to the support provided by their teachers. Pupils specifically spoke of teachers ‘doing it together as a feature they particularly appreciate ad enjoyed.

Pupils and teachers were in agreement with regard to improvements: more activities which involved completing little projects. All in particular enjoyed the first few activities.

6.9 Summary of this chapter

This chapter has provided description of the thematic analysis of all the data items of the study: four pupil focus groups and four teacher interviews. Main themes identified in the data were presented and described with illustrative quotes. Additionally analysis of the teacher interviews was described and main themes identified were presented. Similarities and differences between the main themes identified for pupils and teachers.

In the next chapter the process of integrating the results from the teacher interview, focus groups and measures: MSLSS,MALS,PANA-C and Faces data will be described and the final interpretation of the data will be presented.

Chapter 7: Quantitative and qualitative findings integrated

7.1 Overview of the chapter

The aim of this research study was to explore the impact of the PWBC on the well-being of primary aged children. This chapter provides a description of how the findings from the quantitative results and qualitative findings are integrated in relation to the research questions.

In order to gain a comprehensive picture of the impact of the PWBC, a mixed methods design was used (Creswell, 2013). Quantitative data was collected via four standardized measures to determine the impact of the PWBC on the well-being of the pupils in the study. To enrich and deepen the findings from the qualitative data, pupil focus groups and teacher interviews were conducted. One major reason for the collection of both qualitative and quantitative data was the importance of reflecting pupils' experience of the PWBC. This is in line with the recommendations made by researchers Pierre and Nha Hong (2014), who suggest that 'Mixed methods are used to combine the strengths of, and to compensate for, the limitations of quantitative and qualitative methods'.

The quantitative results address the aim of the study to investigate the impact of the intervention in relation to life satisfaction as measured by MSLSS scale, PANAS-C and MALS. The qualitative findings provide an enhanced understanding of the quantitative results, through exploration of both the personal experience of the pupils who had participated in the intervention, and the perceptions of the teachers who delivered the intervention.

7.2 Findings from the quantitative data

Multidimensional Student Life satisfaction Scale (MSLSS).

There was a strong positive effect as measured by the MSLSS attributable to the PWBC intervention. The result for this measure was statistically significant, with a particular increase for two subscales: *Family* and *Friends.*

Myself as A Learner Scale

The results for this measure indicated a positive trend in the MALS across the pre-post measures. This result was not statistically significant and therefore cannot be attributable to the PWBC.

The Positive and Negative Affect Scale-Children (PANAS-C),

The PANAC-C scale, which consists of two dimensions: Positive affect and Negative affect. The results from this dimension did not indicate a trend over time as the scores appeared to be consistent across the pre and post measures. The results for the Negative affect indicated a decrease over time, however this result was not statistically significant and therefore it is not possible to suggest this change was attributable to the PWBC intervention.

Faces and feelings

This results of this scale showed that more pupils in the intervention group then the control group were choosing the *happy* or *very happy face* to indicate their general feelings about their life. This result was not statistically significant and therefore it is not possible to attribute the change to participation in the PWBC intervention. As will be discussed in more detail in the next chapter, the key findings from the quantitative data demonstrated a strong positive effect on the pupil Life Satisfaction. This significant finding will be used to demonstrate the convergence of quantitative and qualitative data in this research.

7.3 Findings from the qualitative data

Thematic analysis of the pupil focus groups provided a more in-depth understanding of the experience and impact of the PWBC programme. Findings from the qualitative data collected from the pupils focus groups indicated that in general terms the PWBC was positively received by the intervention classes. Nine themes were identified in relation to pupils views..

1. Mixed anticipations: fun, interesting, healthy, calm, and hard work
2. Activities enjoyed: making and sharing the happiness box

3. Disliked activities: long questionnaire,
4. Usefulness of the PWBC student journal: lots of useful things
5. Support from teachers: explained things, did it with us
6. Helpful things about myself: know how to express myself
7. Helpful things to do: to feel and do better
8. Ideas for improvements to PWBC: more activities and projects
9. Recommend to other classes: to let everyone have a chance

Findings from the qualitative data collected from the pupils' focus groups indicated that in general terms the PWBC was positively received by the intervention classes. More specifically the findings indicate the participating pupils report an increased awareness of 'helpful things 'to better manage their feelings and well-being'. Thematic analysis of the teacher interviews identify ten themes. Where possible the themes were labeled using the teacher in vivo words as follows:

1. Mixed expectations: more discussions, looked forward to knowing it, something I could follow
2. Activities enjoyed: Particularly enjoyed the activities the children enjoyed
3. Disliked the hard to explain activities: questionnaire too long
4. Teacher manual clear and helpful
5. Supported pupils by doing it together and sharing stories
6. Insights about personal teaching style
7. Insights about pupils
8. Suggestions for improvement to the PWBC
9. Future use of PWBC and recommendation
10. Enjoyment of the experience

7.4 Convergence of the pupil and teacher perceptions

The triangulation protocol developed by Farmer, Robinson, Elliot and Eyles (2006) was adapted and used to integrate the data from the pupil focus groups and teacher interview. The findings from the focus groups and teacher interviews were listed. The findings were scrutinised and compared to identify commonalities and convergence and were coded for agreement, complementarity and dissonance. The coding was further reviewed to assess the levels of convergence and dissonance. The following meta-themes were identified:

- Building an awareness of well-being
- Ability to identify which strategies can be used to increase well-being
- Practical meaningful activity
- Building on strengths
- Accessibility of the programme
- Content of the programme

Again, the significance of the meta themes will be discussed in more detail and in relation to the research questions in the discussion chapter. In any intervention one would expect there to be a difference in emphasis in relation to the key features identified by teachers and pupils. This was evident in studies conducted by Perez-Escoda et al. (2012), and in this study it was the commonalities which were of particular interest. An initial analysis of the themes from both sets of data indicated that views converged around aspects of *'enjoyment and sharing'.* For the pupils this was articulated in the themes: *making and sharing the happiness box, know how to express myself* and *to feel and do better.* The teachers' perspective on this aspect of the PWBC was highlighted in three slightly different but related themes: *particularly enjoyed the activities the children enjoyed, insights about pupils* and *enjoyment of the experience*.

The impact of the data was strengthened by exploring the areas where there was overlap between teacher and pupil priorities. The first of these was shared practical experience of making, doing and reflecting. For the teachers this fed

into the second area of congruence which was about *understanding.* For the pupils this was reflected in knowing how to express themselves, while the teachers experienced this as gaining more insight about pupils. The third area where there was some overlap between pupil and teacher perspective was that of *enjoyment.* Pupils reported liking the overall experience of the PWBC and in particular the opportunity to share with peers and teachers. For the teachers this was taken a stage further in that they reported particular satisfaction in seeing the pupils' enjoyment of the experience.

7.5 Integration of quantitative and qualitative strands

As explained in chapter 4 section 4.3, the qualitative element of this research was used to better explain the outcomes and impact of the PWBC. An analysis of the quantitative data in chapter 5, section 5.4 / Figure 6, clearly demonstrates a positive difference between pre and post for MSLSS measure.

Triangulation (Mason-Ellis et al. 2006) recognises the importance of different sets of data supporting and reinforcing the general trend of the findings. While this was true in the current research it went beyond this confirmatory aspect to highlight a significant result that mirrored the most crucial impact for both pupils and teachers. The MSLSS demonstrated a significant positive effect on the pupil life satisfaction. This satisfaction ties in very closely with the convergent themes from the data generated from pupil focus groups and teacher interviews. In qualitative research it is rare to find a realistic measure of the experience portrayed (for example the teachers expressed enjoyment of the PWBC activities, or the pupil's ability to express themselves better). The convergence outlined above, whereby the increased pupil life satisfaction reflects the reported experiences of the intervention comes very close to being such a measure. Not only do the different data sets triangulate key themes, they also serve an explanatory purpose in this instance. For future planning for well-being it is helpful to note that there are certain activities and experiences that take place in schools that can increase life satisfaction for the pupils concerned.

7.6 Summary

This chapter has provided an integration of the findings from all the data including: pupil focus group, teacher interview and pre and post measures. In the next chapter these main findings are discussed in relation to the research questions, the existing literature and the theoretical framework for this research.

Chapter 8: Discussion

8.1 Introduction

This study drew on the theoretical framework of PP and a relational approach to well-being, espoused by researchers in the field such as Wyn (2009) and Wyn et al. (2010). This approach acknowledged that children and young people's experience of well-being is influenced by a complex interplay of social, emotional and cultural factors and practices. This study sought to explore the possibility of enhancing the well-being of primary aged children; with a view to developing and implementing a positive well-being curriculum embedded within the school curriculum. Well-being was seen as a construct which underpinned the premise of this study which was that all children could possess and achieve well-being on an individual basis and that it was a desired virtue and ideal worth attaining.

The study adopted a mixed methods design. Both data sets were analysed separately with an integrated analysis of the data from the pupil focus groups and teacher interviews and then finally an integration of all the data. The technique used to integrate the findings from the two methods was triangulation. According to Mason-Ellis et al. (2006), triangulation makes an epistemological claim in relation to validity, identifying that the phenomenon (in this case children's reports of well-being) has been accurately described or measured. This is a positivist epistemological position which assumes that there is a reality which can be accurately described.

The broad philosophical assumptions in this study, however, espoused a pragmatic paradigm and included a social constructionist paradigm which was not compatible with a positivist paradigm. In spite of the differences between positivism and pragmatism, both philosophical assumptions are concerned with the conception of empirical meaning or 'sense'. Both represent generalisation of attitudes which are derived from science. Science is looked on as the exemplar of knowledge more generally.

Wicks and Freeman (1998) suggest that instead of focusing on positivist and anti-positivist stances, pragmatism allows the researcher to develop research that is 'morally rich and useful to organisations and the communities in which they operate' (p.1).

Moran-Ellis et al. in expanding their concept of triangulation of data have put forward the idea of 'generating complementarity' (p.48). They assert that this concept describes how different aspects of the phenomenon to be explored (in this case well-being) can be triangulated. In this study, the application of this concept was used to provide a multifaceted and multi-dimensional exploration of children's well-being following the implementation of the PWBC underpinned by social constructionism and pragmatism and a transformative ontology in terms of changing what one believes in relation to what exists or is real.

A positivist epistemological stance was not assumed and triangulation was adopted to undertake the integration of the data in this study as a systematic method enabling the unique contribution of each phase of the study to be retained.

This chapter presents an overview of the integrated analysis from both the quantitative data and findings from the pupil focus groups and teacher interviews. The findings will be discussed in relation to the research questions and literature review and meta-themes resulting from the integration of all the data. Critical consideration will be given to the methodology with specific reference to reliability, validity and the dual role of the researcher. The chapter concludes with a brief summary.

8.2 Research questions

This section attempts to address research questions respectively:

What is the impact of the PWBC on the well-being of pupils?

How do pupils perceive the PWBC?

Are there particular modules or strategies that are perceived more positively than others by the pupils?

How do teachers delivering the PWBC perceive the curriculum?

8.2.1 What is the impact of the PWBC on the well-being of pupils?

Meta theme 1: Building a Meta- awareness of well-being

The results from this study show that pupils gained an awareness of well-being and self-expression**.** The gain in awareness reported by the pupils is best illustrated by quotes such as:

"*Now I express my feelings"*

(Pupil from class1, school A)

It helps you do things, like if you feel angry you put some music on or something

(Pupil, class 2, school A)

This increased reported awareness of well-being was corroborated by the results from the quantitative analysis of the data. Pupils who participated in the intervention classes showed a significant increase in well-being. The increase in well-being between pre-and post-test measures showed increased measures of life satisfaction/subjective well-being as measured by the Multidimensional Students 'Life Satisfaction Scale (MSLSS). In particular both the *Family* and *Friends* subscales of the MSLSS increased over time, and this change was significantly greater in the intervention group than the control group.

The scores for the Negative affect (PANAS-C), measure decreased at posttest and the Positive affect (PANAS-C) showed an increase in point scores for the intervention group; however, the difference was not significant.

The scores for the MALS measure also showed an increase, however the result was not statistically significant. Although this was a positive trend, this result may be due to sampling variability and cannot be attributed to positive affect due to the PWBC intervention.

Results from the Faces and feeling measure demonstrate that pupils reported feeling more positive (happy or very happy face) at the end of the programme. This was consistently a trend, although not always significant. There may be a floor effect because most pupils were either 'very happy' or 'happy' at the pretest baseline.

These results provide some evidence that the PWBC, a programme of PP interventions, contributed to enhanced well-being of pupils. Broadly speaking the findings for all four measures showed an upward trend at post-test, however all measures did not demonstrate an affect at a statistical level.

The findings show that there was an increase in pupils reported life satisfaction judgements about the important specific domains, (Family, Friends, School, Living Environment and Self) particular in the domains of Family and Friends. Given that the MSLSS is a reliable measure of self-report data, what was it that the pupils experienced and learned from the PWBC that led to their reporting increased levels of satisfaction with these aspects of their lives?

Findings from the teacher interviews showed that teachers reported they were best able to support pupils' experience of the PWBC activities by being open and 'sharing examples' from their own lives. Teachers reported that despite initial reservations 'being more open 'with pupils was beneficial for pupils learning.

Being more open with them because just after discussing that with you { the researcher} as well, I didn't think I could do it and I actually found it quite open, I found it really important with this class to do that, and they seemed to learn a lot from it'

(Teacher 1, school B)

The Happiness box was good, to have brought in a load of stuff in from my photos and bits and bobs that I enjoyed, they were excited about seeing those from when I was a child.

(Teacher 2, class B)

Teachers also reported that the PWBC sessions provided a space and context to discuss certain topics that would not normally be discussed with the children.

I would recommend it to other teachers and I think it would be a nice experience for them, it's a chance to do things and discuss things with children that you don't otherwise get time to do.

(Teacher 1, School A)

One possible interpretation of these results is that the intervention activities in the PWBC were based on research evidence on PP interventions that were successful in cultivating positive feelings, behaviours, or cognitions (Sin and Lyubomirsky 2008). The contents of the PWBC curriculum were new for both the participating pupils and class teachers.

For this reason it seems plausible to suggest that at a very basic level the experience of the programme provided the children with not only an awareness of well-being but possibly useful insights about how to promote their own well-being**.** Research (Fordyce, 1977, 1983 Seligman, Ernst, Gillham, Reivich and Linkins 2009) suggests that both awareness of one's well-being and intervention programmes to improve well-being can lead to higher reported levels of well-being.

There are concerns from practitioners in the field of well-being (White and Wyn, 2008) that applying narrow frames of reference can limit the debate on children's and young people's health and well-being to 'risk factors' and 'protection'. Wyn (2009), however, argues that risk discourses enable well-being to be thought of as a construct, a desired virtue and ideal that should be attained and can be achieved by individuals.

The findings from this study show that pupils who participated in the PWBC had gained an awareness of well-being and self-expression as well as knowledge of ways of increasing their well-being.

In school settings mental health protective factors, that is an internal (e.g. temperament or external (environmental) include positive relationships with peers and teachers and opportunities for social and emotional learning (Cooper and Jacobs, 2011). A possible interpretation of the findings is that the content and activities within the PWBC sessions facilitated and contributed to shared positive experiences for the participating pupils and as a knock on affect the activities were experienced positively by the teachers in the study.

If the kids are liking it, you are gonna like it

(Teacher 2, school B)

The findings from this study consistent with previous studies that evaluated school-based programmes (Ruini et al. 2006 and 2009; Perez-Escoda and colleagues 2012; Boniwell, Oisin and Martinez, 2015). The results from this study show that pupils from had gained an awareness of well-being and self-expression as well as a knowledge of ways of increasing their well-being.

8.2.2 How do pupils perceive the PWBC?

Meta theme 2: Ability to express what strategies can be used to increase well-being

An insight into how to improve their own well-being was reflected in pupils acknowledging the strategies that they had found useful following the intervention:

"Stay cool and don't get mad"

(Pupil from School A)

The focus groups enabled the pupils to reflect on their experience of the PWBC in some detail and this yielded some valuable insights of the experience*:*

Now I express my feelings

Stay cool and don't get mad

I learned lots of words and meanings like Satisficer and Maximiser

It told you to put on music if you were tidying your bedroom

(Pupils from school A)

I liked the goals {Steps to success activity} because it's like, it's you, I want to improve my behaviour, so it's a good thing I wrote it down.

Keeping the anger in and letting it out.

To always, to talk about it, let your feelings out and hear what other people have to say.

Always to respect one another's opinions.

(Pupils from school B)

It is vital that those who seek to promote high academic standards and those who seek to promote mental, emotional and social health realize that they are on the same side, and that social and affective education can support academic learning, not simply take time away from it. There is overwhelming evidence that students learn more effectively, including their academic subjects, if they are happy in their work, believe in themselves, their teachers and feel school is supporting them (Weare, 2000).

The findings from the study would go some way to indicate that it is possible for schools to teach both the skills required to promote well-being and the skills of achievement (Seligman, Ernst, Gillham, Reivich, and Linkins (2009).

8.2.3 Do pupils perceive particular sessions or activities of the PWBC more positively then others?

Meta themes-1 increased awareness of well-being and how to increase it

Meta theme 2: Ability to name particular strategies that can used to increase well-being

The findings indicate that pupils spoke openly about the activities that they had particularly enjoyed and were clear about identifying the sessions which were not so enjoyable. Pupils varied with regard to which activities were particularly enjoyed. There was agreement amongst pupils in the study across all four focus groups enjoyed the *Happiness Box* activity:

My favourite one was the Happiness box because I could think of what makes me happy.

(Pupil from school A)

I like the Happy Box because we had to make it and I like art and we have a positive meaning and we had to show it to the class.

(Pupil from school B)

The theory and research base underpinning this activity is the Broaden and build theory of positive emotions (Fredrickson, 1998, 2001). The completion of the Happiness Box activity required students to list and collect items that were reminders of happy events or moments and place them in a shoe box specifically decorated for the items. On completion of the Happiness box the pupils were invited to share their boxes with their peers. This activity proved to be a source of great enjoyment for pupils both in the remembering of past positive emotion through the collection of treasured mementos, emotions which were relived through the activity of sharing with members of their class.

The responses from pupils appear to suggest that pupils enjoyed activities that encouraged an element of meta-awareness: pupils' responses indicate that they are beginning to gain a sense of how they may be able to influence their own well-being, and indeed the well-being of other through sharing the product of strength and also the meaning from the activity.

'I could think of what makes me happy'

'*We had to make it …..And we have a positive meaning and we had to show it to the class, and I like art'.*

(Pupils, school B, class, 2)

One interpretation for the pupil's enjoyment of certain activities may be due to the fact that certain activities allowed them to build on their strengths through meaningful activities.

The least favoured session was identified as the Values In Action questionnaire. Pupils explained that it was the length of the questionnaire and the time taken

to complete all the items. This involved completing a questionnaire to discover their personal strengths. The activity of completing this activity was ‘too long’ for both teachers and pupils. This activity was not in the spirit of the PWBC which was designed for pupils to work together to discover and experience proactive skills to increase well-being. Although the concept of discovering personal strengths was the positive intention of the researchers Seligman and Peterson (2008), it was not suitable to be used with school age children.

The feedback provided by the pupils in this study have provided valuable feedback for the researcher to consider alternative strength based activity

8.2.4 What are the perceptions of the teachers with regard to delivering the Positive well-being curriculum?

Meta-theme: 3 Meta awareness of well-being

Meta-theme: 4 Practical meaningful activities

Meta-theme: 5 Building on strengths

Findings from the teacher interviews showed that delivering the PWBC had been a positive experience for all four teachers in the study. All four teachers in the study said that would be happy to recommend the PWBC to other teachers.

Findings indicate that all four teachers were in agreement about the PWBC. They described the PWBC teacher guide to be: ‘very nice ‘and that it explained very well’, ‘it was good having the entire vocab, with the definitions in there’, ‘easy to follow, very easy to follow’ and ‘very clear in the instruction’. This was a useful finding in terms of the accessibility and feasibility of the programme being run by teachers in school.

Meta theme: Accessibility of the programme

Cos I like doing this, I wasn’t intimidated by doing this especially when I read the material so I have enjoyed doing it for that.

(Teacher 2, school B)

My booklet [teacher manual) was great, easy to follow, very easy to follow.

(Teacher1, school B)

Meta theme: Content of the programme

I like the first few, I found the first few easier to teach and I found that the children responded more to them because they understood them better.

(Class teacher 2, school A)

I love the meditation as well {as the Happiness box}, they are the ones I would definitely do again. The meditation one I quiet like to do even if for ten minutes every day. Try to fit in somewhere because it calms them down so much.

(Class teacher 1, school B)

In general terms it seemed the teachers seemed to enjoy delivering the activities that were enjoyed by the pupils in their classes. The teachers found children's ability to focus attention and enjoyment of the programmer rewarding leading to a knock on effect of the teachers' enjoyment in delivering the programme.

I enjoyed it, the kids did, they seem to enjoy it you know pay attention so I was happy, I was happy with it.

(Teacher 2, school B)

Given that the PWBC was a positive experience for both teachers and pupils, it is difficult to say with any degree of certainty that the positive life satisfaction reported by the pupils may be attributed to experiencing activities contained within the PWBC. The positive affect reported by the pupils may indeed be due to receiving attention from a teacher who was enjoying the activities being delivered. Research (Hattie, 2003), shows that the quality of teacher interaction impacts upon pupil well-being and achievement regardless of the subject or

topic being taught. This is consistent with initial findings of the UK Resilience Programme (Challen et al., 2009), which showed that effectiveness of teacher delivery facilitated the positive outcomes for pupils.

Teachers and pupils in the study all reported that the overall experience of the PWBC was both ‘enjoyed’ and ‘helpful’ in enabling pupils to develop awareness through the experiential learning of particular activities designed to promote wellbeing. The delivery of the curriculum required that teachers teach and demonstrate through practical means by sharing personal reflections on the experience of activities. For example teachers participated, modelled and shared activities (such as meditation, the happiness box, being in the flow, etc.) alongside the pupils in their classes. In this this way both teachers and pupils experienced positive emotions, positive relationships and a sense of meaning and achievement together.

It may be that this shared experience of learning alongside their teacher and peers allowed pupils to recognize and appreciate a shared understanding, as well as being able to access the language used to describe and reflect on their personal experience. This awareness of sharing enjoyment and being able to articulate the aspects they found rewarding is likely to be a major contributory factor to the success of PWBC

The results of the present study are promising; nevertheless it is important to acknowledge the limitations which are addressed in the next section**.**

8.3 Critique of the methodology

The study was a small-scale study and there were a number of methodological limitations and additional confounding variables, which could have impacted on the findings these together with the strengths, are addressed in the next sub-sections.

8.3.1 Selection bias

Selection bias can be eliminated by random sampling, but random sampling was not possible in this study for practical reasons. The two schools in the

study were self-selected. Head teachers from both schools volunteered to take part in the study. This would suggest that school staff were positively orientated towards the PWBC with expectations that participation would prove beneficial for pupils. This may have impacted on the manner in which the PWBC was received by participating pupils and class teachers. The advantages of self-selection included: both schools made time and space in the school timetable to accommodate the delivery of the PWBC into the school day. There was goodwill from both the senior management teams and class teachers of both schools to overcome logistical difficulties to deliver the weekly sessions for the duration of the programme.

The experience and confidence of the class teachers in delivering the curriculum was an additional factor which may have impacted on the way the curriculum was delivered to the classes receiving the intervention.

Although time had been built into the class timetables of the intervention classes, there were inevitably time constraints in delivering the curriculum within the normal routine of the school day.

There were also logistical factors such as additional roles held in the school by the intervention class teachers which impacted on the continuity of the programme.

8.3.2 Delivery of programme

There were some concerns as to the fidelity of delivery of the curriculum by the intervention class teachers. This may have been in some part due to the limited time available for the training provided for the teachers. Ongoing support for class teachers was made available and provided as required via email and telephone, however this was often brief and intermittent due to the time constraints of the class teachers. In future studies it would be useful to give due consideration to supervision and support for class teachers to address the issues of coherence and fidelity of delivery.

Consistency of delivery and adherence to time frames for both intervention classes in the two schools was another factor which could have impacted on

the findings. In both cases, it was not possible to consistently deliver the weekly sessions in the time required due to timetable disruptions caused by unexpected changes in school activities or changes of school staff as a result of staff sickness or staff attending courses or meetings out of school.

Some children were not present for the total number of sessions of the curriculum, due to illness or vacation. This may have contributed to the dynamics of individual classes as well as impacted on some children receiving only part of the intervention.

The motivation and interest of the staff delivering the intervention was an important factor. The results achieved in the pilot school were not repeated in the main study schools. This may be due in some degree to the pilot being conducted by the researcher. The researcher as creator of the well-being programme was able to deliver the curriculum activities with the confidence and attention to detail of someone who was very familiar with the content. This issue may be addressed in future studies by allowing sufficient time to conduct training. This would allow the teachers to not only learn about the theoretical underpinnings and logistical practicalities of the PWBC, but also provide an opportunity to experience many of the activities associated with each session.

Logistical issues were incurred by the researcher during the pilot study; however, due to commitment to the study these were overcome with polite persistence to deliver the agreed weekly time slots allocated for the programme. The main focus of the researcher as a visitor to the school was to arrive in good time to prepare and deliver the weekly session. This was not necessarily the case for the class teachers participating in the main study schools, who often had competing demands on their time, and unless the programme was high on their list of priorities it may have been easier to forgo a particular session, or to shorten the duration of the PWBC session in order to complete other class tasks.

Teachers commented that ensuring that the curriculum was delivered was a challenge on some weeks due to unforeseen events, such as staff illness. However all four teachers in the study said they delivered all the sessions even if some sessions were somewhat hurried due to school logistics. Examples given by the participating teachers included: mix-up over the use of the ICT

room, class teachers being called away to meet with peripatetic teachers visiting school. Given these potential challenges all four teachers all four staff remained enthusiastic and dedicated to complete all the sessions.

Regular contact with the class teachers was maintained by the researcher to ensure that all issues with regard to the clarity and delivery of content were addressed by the researcher.

8.3.3 The ethos of the school.

The study was conducted in one year group in each school. It is not known how representative these classes were of the whole school. There were also simultaneous effects through pupils' attendance at after school clubs which could have contributed to a feeling of overall well-being.

8.3.4 Parental involvement

Letters were sent to all parents and carers at the onset of the study, which provided information about the PWBC. Further to this, involvement from parents and carers was encouraged to support the delivery of the curriculum in school though the homework activities provided in the Student Journal. It may have been helpful to have provided information sessions for parents to enable parents to develop greater awareness and understanding of the contents and potential benefits of the PWBC, to better enable parents to support homework activities from the programme.

Studies conducted by Siddall et al. (2013), suggest the importance of parental involvement in creating a positive underpinning for the enhancement of life satisfaction. There is no definitive evidence that parental involvement or awareness of an intervention programme would support the affect of the programme on the well-being of pupils. Researchers Sochet et al. (2001) hypothesised that there would be a greater affect for the intervention group in which pupils and parents had received the parallel programmes.

On finding no definitive conclusions on including parents in the prevention programme, the researchers suggested it may have been due to low attendance of the parent group. It may be a useful consideration in future studies to evaluate the PWBC.

8.4 Validity, reliability, generalisation and maintenance

The use of focus groups was considered to be a suitable method of obtaining information from the children, as it provided a useful method for generating interaction between the participating children. This was considered to be advantageous as the 'interaction processes would stimulate memories, discussion, debate and disclosure in a way that was unlikely in one to one interview (Wilkinson, 2003). However, there remains the possibility that the children in a focus group could have adopted themes previously raised by other children rather than offering their own views (Lewis, 1992). Lewis does suggest that this tagging on of views may also indicate the salience of these ideas within the group.

The views of the pupils in the focus group may have been shaped by school factors in play at the time of conducting the focus group discussions. The views expressed by the pupils may have been affected by social desirability factors, which may have restricted the pupils from expressing negative views about their experiences of the PWBC. The children in the focus group may have been more inclined to give positive responses about the curriculum activities in order to please the researcher.

The whole context of the study to evaluate the curriculum was set up by the researcher from initial meetings with the senior management teams in both schools through to leading the introduction session for the intervention classes in both schools, to conducting focus groups at the end of the study. It is not surprising then that the pupils in the study would be inclined to give positive responses to the researcher. However, given this as a possible limitation, the use of focus groups as a method of attaining the views of the children was considered appropriate. As this technique acknowledges the participants as experts, and for this reason the results attained are likely to have high face

validity and can be useful in the development of programs, services or conceptual models (Levine and Zimmerman, 1996).

The current study was conducted under real world conditions with all the complications that this entails. The findings show that it is possible for teachers to teach evidence-based well-being interventions within the school day.

Teachers from the study said that they would run the programme again and also that they would recommend the PWBC to other teachers. This provides some small evidence that the programme would be generalizable to other schools. Indeed further to completion of the study three further schools contacted the researcher with expressions of interest in the PWBC and this led to two schools taking up the intervention programme.

8.5 The role of the researcher

The multiple roles of the researcher as the creator of the PWBC, facilitator of training and support for the participating teacher and researcher were potential limitations of the study. It was an important consideration for the researcher to reassure both participating schools that this was an evaluation study and as such the researcher's role was to support staff to deliver the PWBC, whilst keeping an open mind as to the outcomes of the pre and post measures.

As the author of the PWBC, it was important to give due consideration to any feelings of investment into the impact and outcomes of the PWBC. Awareness of subjectivity led the researcher to ensure that procedural tasks were conducted in as equitable a way as possible: the introductory session was delivered in by the researcher in the same format for each intervention class. The pre and post measures were presented to pupils in the same order. Attempts to strengthen internal validity of the data collection process by scoring of each measure being conducted by the researcher and then checked by a colleague to ensure each measure was scored accurately was built into the design.

Robson suggests that there can be advantages to the 'evaluator' carrying out small scale projects, being part of the team and refers to this as being an 'insider' (Robson 2004, p.66). This was indeed the case for the present study as the in-depth knowledge of the subject matter and the PWBC contributed to making improvements to the PWBC teacher instruction manual, and as a consequence to the quality and clarity for delivery of the PWBC. Robson also suggests that a thorough knowledge of the programme being evaluated is an essential prerequisite to selecting the methods to be used (Robson 2002, p.215).

8.6 Summary of this chapter

The results from the current study provide some evidence that the PWBC enhanced the well-being of pupils through a programme of PP interventions. These finding are consistent with previous studies (Ruini et al., 2009; Perez-Escoda, Filella, Alegre and Bisquerrra. 2012). Overall the findings support the hypothesis that it is feasible for teachers to implement a manual based PP intervention within the school day to positive affect.

The limitations of the current study were described together with possible considerations to bear in mind for future replications of the study. The following chapter will consider final conclusions, implications for educational practitioners and future research.

Chapter 9: Conclusion

9.1 Introduction

This chapter draws together the key findings from the research linking it to the study's aims and the research questions. The distinctive contribution of the research in relation to the work of teachers and implications for the practice of educational psychologists is considered**.** The development of the PWBC is discussed and suggestions for further possible modifications and flexible use are addressed. These contributions are discussed in terms influencing future research in relation to suggestions for training and implementation of the curriculum. Finally the key message of this research endeavor, to promote the well-being of all children through the implementation of a positive well-being curriculum delivered as a universal intervention is summarised.

9.2 Research questions: concluding comments

The aim of the research was to develop, implement and evaluate a PWBC delivered to all pupils by their class teachers. The programme consisted of twelve 90 minute sessions of evidence-based PP activities. The study set out to investigate the hypothesis that there would be a positive impact on the well-being of participating pupils. The findings showed that following the intervention**,** there was a statistically significant increase in pupils' reported life satisfaction as measured by the assessment measures such as the Multidimensional Student Life Satisfaction Schedule (MSLSS).

Further exploration and analysis of the data showed significant gains in gains in two subscales: Family and Friends. This positive trend was also demonstrated by the other three assessment measures: Myself as a Learner scale (MALS) and Faces and Feelings scale. Although these gains in well-being were not statistically significant, they demonstrated an increase in reported well-being by the pupils who had received the 12 PWBC intervention sessions.

Of interest in the context of this study were the positive effects reported by pupils within the focus group as a result of having participated in the PWBC intervention. Pupils reported positively in terms of their experience as a whole in relation to the intervention. They reported an awareness of positive well-being and its effect on their daily life.

Pupils reported that the PWBC had increased their awareness of well-being and provided them with useful insights into feelings and how to express these feelings. Pupils reported that participating in the PWBC sessions had provided them with the opportunity to discuss and think about the importance and benefits of strategies contained within the PWBC. Pupils were able to identify particular activities within the sessions that had been beneficial**.** Pupils spoke positively about a range of activities from all four domains of the PWBC: Positive Experience: Positive relationships, Achievement and Positive Meaning. Across all the intervention classes, pupils were in agreement about the Happiness Box, being a favourite activity.

The Happiness box activity was from the *Positive Experience* domain. Making the Happiness box was the final activity in the second session of the PWBC for which the learning outcomes included: strategies to manage negative emotions, to realise the benefits of positive emotions and practice techniques to enhance positive emotions of the past and future. Thus the activity of decorating a shoe box and then filling it with objects, drawings or photographs of memorable events that they had experienced in the past or events that they were looking forward to in the future. Pupils began the making of their individual boxes during the class session and were encouraged to take the boxes home to complete. The completed Happiness boxes were then shared by pupils with their peers and class teacher during the next session. Pupils reported enjoying all phases of this activity the collection of the momentos, the decoration of the box and the telling of the stories linked to the past or future event: ‘I like the Happiness box because you can tell other people what you like and what you don’t like’; ‘you can show people what makes you happy as well’.

The Happiness box activity provided and extended activity during which pupils were proactively evoking positive emotions through the collection of momentos and the reflection of the linked ‘happy’ memories or positive anticipation of

future events and then to relive the stories though sharing with peers in their class. The activity also provided an opportunity to learn and share things of importance from their lives. Broaden and Build Theory of positive emotions suggests that positive emotions lead to novel and exploratory behaviour and that over time these actions lead to meaningful, long term resources such as knowledge and social relationships (Fredrickson, 1998, 2001)

The Values In action (VIA www.authentichappiness) questionnaire was named by pupils as being the least favourite activity. This activity was from the Positive Achievement domain of the curriculum. The questionnaire required the pupils to work online in the ICT room. The questionnaire consisted of 50 multiple choice questions with the aim to discover and realise their key strengths 'things you are good at and do well'. The primary reason given by pupils for the dislike was due to the length was simply 'too long' and had 'so many questions' that it took 'an hour' to complete. Apart from the obvious reason given by the pupils, another possible reason for the activity was disliked by the majority of pupils may have been due to the fact it was in the main a solitary activity. In the main pupils did not seem to object to the content of the questionnaire even though it did contain 'some hard word', it was simply 'too long'. The VIA also featured as the list of least favourite activity for teachers, 'purely because of the length'. On reflection completion of the VIA questionnaire may not be the best method to enable pupils to discover key strengths. It may be useful to consider retaining the idea and concept of teaching about key strengths and provide pupils with a 'fun' practical activity to gain the key learning outcome. Indeed since completion of the research study and in light of the negative findings with regard to the VIA questionnaire the researcher has which was disliked by both pupils and researcher is in the process of experimenting with designing a series of double sided A5 laminated cards which would contain a simple strength name with an illustration of the strength with a brief explanation on the reverse of the card.

One of the key aims of the PWBC was to provide pupils with an understanding of well-being and to equip them with strategies they could use in a pro-active way in their daily lives. To this end the PWBC was successful in doing that: promoting self-reflection on what constitutes well-being and how one might achieve this as shown by these quotes:

I like the one about the goals because you can achieve some stuff, so it can make you get further on in life.

I like the goals because it's like it's you, I want to improve my behaviour, so it's a good thing, I wrote it down.

(Pupils, school B, class 1

To always talk about it, let your feelings out and hear what other people have to say

Now I express my feelings, stay cool and don't get mad

Pupils, school B, class, 2)

All teachers reported positively on delivering the PWBC intervention, voicing their views that they would deliver it to other classes and recommend it to colleagues as an intervention to promote the well-being of all children. Teachers reported enjoying delivering the activities that were enjoyed by the pupils in their class suggesting that pupil participation and enjoyment of lesson content had a reciprocal effect on teacher enjoyment and delivery of lessons. Fredrickson (2005) suggests that 'people should cultivate positive emotions in themselves and in those around them, not just as end states I themselves, but as a, means of achieving psychological growth and improved psychological and physical well-being

Overall the findings of this research revealed that both teachers and pupils viewed the PWBC in a positive light and that taking part in the intervention proved to be a positive experience for both teachers and pupils. In addition the study demonstrated the programme was deliverable by teachers in school. Given that the study was conducted in two schools with four classes, it may be plausible to suggest the programme may be transferable to other schools in the local authority and perhaps with adaptations to different educational contexts, outside the local authority.

9.3 Distinctive contribution of the current research study

The current research study aimed to develop and evaluate a programme of well-being activities for primary aged children. This was undertaken in order to address the lack of evidence-based interventions for children. The aim of designing the PWBC was to enable teachers to deliver an accessible, practical curriculum that offered the flexibility of enabling its integration within weekly class activities.

The increased emphasis on mental ill-health with one in five British children experiencing mental ill-health (The Big Picture, 1999**;** Green and McGinnity,2004**)** points to the continued need for a pro-active, preventative approaches to promoting well-being for all children.

The usefulness and effectiveness of PWBC in a school context was evidenced not only by gains in pupil well-being as assessed by pre-and post -quantitative measures but also by the teachers and pupils who participated in the study. Teachers and pupils provided useful insights for improvements for both the teachers' manual and children's journal respectively. Overall, the PWBC was well received by the schools that participated in the research study as evidenced by the findings.

The study provided some initial evidence for the PWBC as a promising intervention for promoting the well-being of primary school aged children. The strengths of the programme are summarized in the following sub-sections highlighting the distinctive contribution of this research.

9.3.1 Content of the Positive Well-being Curriculum

The content of the PWBC is informed by evidence-based activities rooted in theoretical underpinnings of PP based on the work of eminent researchers in the field such as (Fordyce, 1977, 183; Seligman and Csikzentmihalyi, 2000; Peterson, and Seligman, 2004). The content is also informed by research evidence of what works in relation to promoting well-being (Fredrickson, 2001; Emmans, 2002; Csikzentmihalyi, 1990; Gable, 2004)

There is a dearth of research on lack of evidence based programmes (i.e. content that is based on research evidence. A prime example is SEAL materials (DfES, 2005) which although place social and emotional learning skills as an entitlement in the curriculum for all children but lacks a clearly defined evidence base.

Penn Resilience Program has been imported and adopted is currently being used in a number of authorities (UKRP)This programme places focus on particular aspects of well-being, but not a rounded out well-being intervention programme at a universal level rather than a targeted level.

There are also a number of commercially produced programmes available which focus on dealing with feelings (Rae, 2007), Circle time (Bliss, Robinson & Maines, 1995; Collins, 2001) and promoting personal and social development which focus on emotional literacy but the focus with such programmes are more on emotional self-regulation (that is the ability to cope effectively with their emotions) than the promotion of well-being. The distinctiveness of the PWBC thus lies in its aims of promoting well-being and its content which is based on evidence based literature in the field on the kind of activities that promote well-being. The findings from this study indicate that interventions such as the PWBC can provide a useful accessible resource for school staff to support and promote the well-being of children. Other programmes (Boniwell and Ryan, 2012; MacConville and Rae, 2012) are available which aim to promote resilience and promote happiness and well-being. These programmes were not available at the time of conducting the present study and it is pleasing to note, as their availability provides schools with a choice of which approach to adopt.

9.3.2. Structure and flexibility of the Positive Well-being Curriculum

The PWBC consists of a series of sessions which are clearly explained in a lesson plan format which by its structure would be familiar to both teachers and pupils. A strength of the programme is that it can be incorporated by teachers into the weekly plan of class activities for all children in a flexible way depending on the needs of the class and constraints of the school timetable**.** For example, the curriculum may be delivered weekly during the course of a school term or

individual sessions may be delivered over the course of two terms or indeed over the course of the three academic terms of the school year forming a part of the personal, social and health education curriculum. The PWBC teacher manual can be used with the minimum of preparation. Individual sessions may be used flexibly and integrated within the class curriculum. Each session is a complete unit and may be used as the basis of a class project.

9.3.3 Preventative approach of the Positive Well-being Curriculum

The PWBC is about more than managing and coping with challenges**.** It is about engaging pupils to understand the importance of well-being, develop the skills to enhance well-being**,** through raising pupils' awareness that well-being is a unique and subjective experience and is informed by a variety of factors. The exercises within the PWBC provides opportunities for pupils to explore and experience the benefits of PP interventions, examples of which include: *Positive emotions and managing negative emotions, Gratitude visit, Savouring, Meditation, Setting goals* and *Contributing to the community.* Interventions which contributes to the core features of well-being: Positive emotions, Engagement, Relationships, Meaning and Achievement (PERMA; Seligman, 2011). However it's important to note that the PWBC includes all five domains and was designed before the PERMA theory.

In summary, in spite of the limitations of this research discussed in the previous chapter, the distinctive contribution has been designing a resource to promote well-being of primary school children and evaluating its effectiveness. Thus this research has contributed both to the designing of a well-being programme and to the growing literature on promoting well-being of primary aged pupils.

9.4 Implications for local authorities and schools

As local authorities organize services into integrated multidisciplinary teams through the development of Children's trusts, educational psychologists are well placed to work within a multi-agency framework to supporting colleagues to **in** turn assist children and their families through the use of preventative

intervention programmes such as the PWBC to develop and extend their well-being.

Schools provide a central location within the community in which to provide well-being programmes for children and in developing the knowledge of teachers, parents and others in the local community on the importance of well-being and ways of promoting this.

Although educational establishments such as schools have an important role to play in promoting well-being the local government has a role to play as well. The Local government Improvement and Development and the National Mental Health Development unit commissioned the New Economic Foundation to consult with leading practitioners to report on findings on the role of local government in promoting well-being (2010). Findings reveal that local authorities are taking innovative and creative approaches to support communities by improving well-being through several important 'levers' which include transport, leisure ,housing and education. The report seeks to dispel the common misconception that well-being is simply a health issue.to be dealt with by health professional.

Improving well-being is a multi-dimensional, dynamic process which means it is likely to lead to commissioning forms of provision that differ from those conventionally used to address needs (NEF,2010).

The Foresight project conducted a review of the evidence and provided a set of evidence–based actions to improve individual well-being; *Five ways to well-being* (2010 www.neweconomics.org/projects/five-ways-well-being). Many local authorities' have taken the *Five ways to well-being* as a framework for strategic planning and service delivery and commissioning to improve well-being outcomes. This report provides important insights and inspiration for local authorities to take proactive action for the well-being of children and their families.

National government initiatives (SEAL, DfES, 2005; Healthy schools status, 2005: Foresight, 2008) have recognized that when school's focus on pupils' social and emotional skills and well-being than the academic attainment of pupils increases as does their success in life **(**NEF, 2008).

Findings from Mental well-being of children public Health Guidance Report (Dr Foster Intelligence, 2007). provide useful insights for psychologists and other professionals working in Health and Social Care about the views and concerns of parents and primary education professionals in relation to children's well-being. (Promoting children's social and emotional well-being in primary education, 2008) (www.nice.org/guidance/ph12)

The report consulted with professionals and parents about the proposed guidelines in relation to the relevance, feasibility of the recommendations (NICE, 2008). The findings showed that professionals and parents are in agreement about the importance of well-being and the need to promote the well-being of children. Indeed school governors and staff were in agreement in the acknowledgment

'That the performance of a school and the mental wellbeing of its pupils are inextricably linked; consequently, they think schools have a clear incentive to promote and protect the mental wellbeing of their pupils' (Mental wellbeing of children public health guidance' Dr Foster Intelligence, 2007 p 3)

The use of preventative approaches such as the PWBC can provide schools with the necessary support structures to 'promote and protect the mental well-being of their pupils'. It could be argued that without such support structures, there may well be a greater risk of mental health problems and the failure of pupil/s to reach their potential.

Given the many constraints that schools are currently experiencing in terms of reduced budgets, focus on raising academic standards**,** the PWBC provides schools with an evidence-based, flexible, accessible intervention programme. With its preventative approach the PWBC can be incorporated by teachers into the weekly plan of class activities for all children in a flexible way depending on the needs of the class and constraints of the school timetable.

In the (Dr Foster Intelligence, 2007) report, primary school professionals indicated that they would like to act proactively to prevent their pupils from experiencing poor mental wellbeing. However, many said they were unsure how to do this and admitted they tended to intervene reactively after a problem has

occurred. The next section highlights what support educational psychologists can provide schools in promoting pupil well-being.

9.5 Implications for educational psychologists

The research study has demonstrated the unique and specific contribution educational psychologists are able to bring in utilizing knowledge of PP interventions and translating these into the classroom.

Educational psychologists are uniquely placed in their knowledge of school systems to ensure that interventions are developed and modified in response to feedback from teaching staff and children. Psychologists are also well placed to develop creative, innovative preventative support for children, and training for parents and teachers. Educational psychologists, with their knowledge of child development, have the knowledge base and skills to create resources and training for parents and teachers through workshops with a focus on developing the well-being of children.

At a more systemic level educational psychologists may be well-placed to influence and promote the inclusion of evidence based universal intervention programmes. Psychologists are also well placed in their multi-agency work with social and healthcare colleagues, to share ideas about the use of strength based PP interventions such as the PWBC as opposed to focusing exclusively on children in difficulty.

Educational psychologists are though their work in schools in a position to undertake and support research to further explore the use of positive interventions at a systemic and individual level to add to the growing research base in the area of well-being. Also educational psychologists through their regular work with schools, whether delivered free at the point of delivery or through commissioning**,** are well placed to support school staff to:

- Develop whole school well-being policies;
- Advise on the use of intervention programmes that have an evidence base

- Disseminate guidance reports and other local and national initiative to promote well-being
- Provide training and supervision to those delivering such intervention programmes
- Advise on delivering such programmes of intervention at both a universal and targeted level of intervention
- Advise school staff on how to collate data on well-being interventions to track effectiveness through the assess, plan, do review cycle in line with the SEND Code of Practice (DfE, 2014)
- Deliver theses services in a variety of ways ranging from individual or systemic work or through groups or whole school work.

Interestingly the consultation report also revealed that many primary school professionals voiced concerns that other colleagues working within education might not access the guidance**,** (NICE,2008).because the guidelines were provided by an organization generally associated with healthcare issues. Primary education professionals suggested in response, that the final guidance should be 'co-branded' with an educational institution (e.g., Department for Children, Schools and Families, OFSTED, etc.). It is disheartening to note that this suggestion was not implemented, and the reviewed recommendation remains in place in the second edition (NICE, 2012).

9.6 Overall conclusions and suggestions for future research

The current study provides some initial positive indicators regarding the usefulness of the PWBC as a resource to promote well- being at a universal level of intervention. The findings from the present study offer some indication that teaching children PP interventions, may contribute to enhanced well-being.

The PWBC was well received by the two participating schools, with both participating pupils and teachers reporting positive experiences. The findings from the study enable tentative conclusions to be made for future use of the PWBC

Aside from the documented benefits for the children and teachers participating in the study, communication by the teachers with the researcher post intervention has shown how this intervention has been used further to the research study. Three of the four participating teachers have continued to use individual preferred activities from the PWBC. Particular activities that have been repeated by teachers include: *Happiness Box, Meditation, Steps to* success, Acts of kindness, Community service. These activities were designed to be included as a package of activities to form the PWBC and as such the expectation is that the curriculum would be delivered as it was designed to be delivered. However these three teachers have moved on to different schools and in the absence of permission from the senior management teams of their schools to deliver the complete programme, these teachers have incorporated particular activities as part of the school PHSE curriculum.

The findings of this research have informed the further development and modification of the PWBC which include: PWBC teacher manual to be provided in a loose leaf ring binder with additional pages for teacher notes: providing practical activities for pupils to identify individual strengths, as an alternative to using the VIA questionnaire: provide additional examples to support particular activities such as *Being in flow*.

The experience of the two participating schools has inspired three additional schools within the local authority to trial the PWBC. The researcher is currently working with a school to use an abridged version of PWBC with a targeted group of pupils attending a nurture group within the school. Consideration is now being given to produce a commercial version and package a useful resource for schools. With any such interventions, further research is desirable to provide more robust evidence for the effectiveness of the PWBC. Replicating this study with a larger sample of classes with a number of different schools or as a whole school approach would further demonstrate the generalisability across different schools.

Although the PWBC is designed as a preventative universal approach, it would be useful to explore the impact of the PWBC when used with targeted groups of pupils. Longitudinal studies would provide important information as to the long-term impact of the continued use of positive well-being strategies.

9.7 Summary

The findings of this study have shown that it is it is possible to enhance the well-being of pupils through a school-based well-being curriculum delivered by class teachers.

It may be concluded that the changes in life satisfaction reported by the pupils may be attributed to the PWBC. Pupils and teachers report gains in terms of self-awareness and practical strategies to promote their well-being. The findings of the study are subject to the limitations of design as discussed earlier in the context of the method.

It would be appropriate to conclude with two pupils' views on what they gained from the intervention. The following quotes illustrate the gains for pupils in the study in terms of learning about well-being strategies that they had 'tested out'.

Making happy boxes and filling all of the stuff we like and something that makes us happy once we really upset or something.

I would recommend it to other classes because you test it out and it works-you should let everyone have a chance

(Pupils, school, class 2)

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List of Appendices:

Appendix A: Positive Well-Being Curriculum

Positive Well-Being Curriculum

Positive Experience

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Overview of Well-being Curriculum

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What makes me unhappy?
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Session 2. Feeling good: Positive emotions Managing negative emotions	Session 5. Good Friends Happy relationships Accepting yourself, others and the situation	Session 7. Knowing what you are good at: character strengths	Session 10. Helping others
Session 3. Happy body: Relaxation Meditation, Exercise	Session 6. Saying Thank You	Session 8. Feeling competent Self efficacy	Session 11. Happy schools and community
Session 4. Being in flow		Session 9. Knowing what and knowing why: motivation, autonomy and goal setting	Session 12. The Power of Enough: maximising versus optimising

Positive Experience, Positive Relationships, Positive Achievement, Positive Meaning

1. What is happiness-different facets of happiness: What makes me happy? What makes me unhappy?

Learning Intentions	• To understand what happiness is and what does and does not make people happy. • To understand that comparing yourself and what you do not have with others can make you unhappy.
Key Teaching Points	1. Introduce the idea of happiness and **well-being** – explore and expand the students understanding of the term. Give brief overview of the Well-being Programme and Journal. Explain the general format of the weekly sessions. For example, 1) Session topic will be introduced; 2) Activities through Talk partner work, class discussion, group and class activities; 3) summary of session and 4) homework set. Each new session will have a brief recap of the previous session and sharing of homework. 2. Explore happiness and well-being–Talk about the range of things that make us happy, e.g. enjoying good relationships with family and friends.
Activities	1. Ask students to share their thoughts about well-being and happiness. Students to think about all the different words we use to describe our feelings when we feel happy, e.g. contentment, gladness. Then go on to talk about the idea that there are so many ways of experiencing happiness, there are many routes to happiness, for example through pleasant experiences, good relationships, achieving our goals and helping others. Introduce the Happiness Detective Activity. 2. Happiness Detective Activity. Students to interview 3 people in the class – ask them what makes them happy. Note each thing they say on a post-it. Collect at least three things from each person e.g. one person may respond "reading a book", "Riding my bike", "taking care of my baby sister". 3. Once students return to their seats class to share and discuss the post-its. On the whiteboard draw four columns with the headings: **positive experience (fun and flow)**, **positive relationships (family and friends)**, **positive achievement (flying high)** and **positive meaning (fulfilment)**. Class to decide which post-it should be placed under which heading for example, "riding my bike" could go in Positive Experience column. It could also be placed in Positive Achievement "because my aim is to be able to ride all the way to the park in ten minutes". Riding my bike may be something I like to do with my family at the weekend and therefore it could be placed in the Positive Relationships column. As can be seen, one activity may provide many aspects of positive well-being, depending on the meaning of the activity for each person. Students may complete Page 5 of Journal in class. 4. Complete page 4 of Well-being Journal with people at home. Share with class in next session. 5. Comparing yourself to others – Ask students to "think about something you really want". "Do you think it will happen?" "Do you know someone who has it?" "Do you feel jealous?" Think about something you wanted, how did you feel when you got it and how do you feel about it now? Does it still make you as happy as when you first got it (material things do not make us happy for very long so just as you got used to your things – the person you are jealous of has got used to their things? Is it a good idea to compare yourself to others? Discuss with talk-partner and take class shares.

Positive Experience, Positive Relationships, Positive Achievement, Positive Meaning

1. What is happiness-different facets of happiness: What makes me happy? What makes me unhappy?

Theory	What is happiness? • Things that we think make people happy, may not necessarily make them happy. It's good to distinguish what does and does not make people happy. Acknowledge the needs of different people, for example one person may enjoy washing dishes which another person may find the same task boring or tedious.
Homework	• Students to carry out Happiness Detective Activity with people at home. Students to share experiences during the Recap session at beginning of session 2. Pages 3 and 4 of Well-being Journal. Teacher to remind students about to the range of things that make us happy and to provide examples for students, such as reading a favourite book, helping to prepare dinner or helping "nanny" to her seat at the table, as well as playing with computer games.
Resources/ Preparation	• Whiteboard or flipchart and coloured markers. • Post-it notes for each child – each child will need at least 3 post-its. • Copies of Well-being Journal for each child. Journal activities may be completed in class with certain pages photocopied for homework as appropriate.
Key Words and Phrases	**Well-being** – happiness, contentment, satisfaction, pleasure, gladness; **Positive Experience (Fun & Flow)** – pleasant experiences; **Positive Relationships (Family & Friends)** – supportive nurturing relationships; **Positive Achievement (Flying High)** - taking part in valued and challenging activities; that allow one to achieve their goals; **Positive Meaning (Fulfilment)** - using our strengths and skills engaging in activities of contribution and giving; **Impact** - the affect and influence of experiences and activities on our happiness of well-being; **Talk partner** – partner to discuss/share with during an activity. At the end of talk- partner work, teacher to give students opportunity to share with whole class.

Positive Experience

2. Feeling good: Positive Emotions, Optimism, Hope. Managing Negative: Emotions

Learning Intentions	• To learn strategies to manage negative emotions. • To realise the benefits of positive emotions. • Practice techniques of enhancing positive emotions of the past and future.
Key Teaching Points	1. Brief recap of previous session and feedback from homework. This could be done through share with talk-partner, then some to have opportunity to share with the whole class. 2. Discuss the idea of **emotions**. Ask students to think of different emotions, e.g. anger, excitement, upset. SEAL photo cards may be used. 3. Emotions are sometimes regarded as being simply positive or negative. Emotions are valid and are reactions to situations and events. We sometimes divide emotions simply into negative or positive emotions. In reality, they are more complex, e.g., anger can be positive (asserting yourself, not helpless. Joy – pleasant but short-lived. Hope – wish for desired outcome, also uncertainty and anxiety). Discuss with the students – how do they divide emotion into negative and positive. Do people in class agree on positive or negative emotion?
Activities	1. Divide the class into two groups. Each group is shown a 3-minute slide presentation –or A4 still photographs. One group are shown positive scenes and photographs and the second group are shown negative scenes and photographs. Following the presentation both groups are asked to brainstorm uses for an everyday object. E.g. 'How many different uses can you think of for a brick' (alternatives are bucket or chopstick)? Choose one item for both class groups. Teacher to scribe class suggestions briefly onto board to maintain momentum. Students are given time limit to respond (5 minutes). According to the Broaden and Build theory, the group shown positive images will generate more uses for the object than the group shown the negative images. 2a) Think of an activity or event you are looking forward to. What will it be like? How will you feel? What will you see; and hear? When you have finished thinking share how you felt with your 'talk partner' 2b) Think of a happy memory – what did you do? How did you feel? What did you see and hear? 3. Introduce the Managing negative emotions sheet (Pages 6 and 7 in Journal). Explain the four examples of how we sometimes manage negative emotions when they happen. Ask class to discuss if they have ever used the 4 strategies give – Suppressing, Discharging, Transformation and Diffusion. Page 7 Well-being Journal What Happened? How did you feel? What did you do? 4. Create a Happiness box. Students begin to list items that remind them of the events to be placed in the box. Teacher to share own Happiness box - a decorative box containing favourite things – a much-loved book, poem, photograph, ticket from a memorable show.

Positive Experience

2. Feeling good: Positive Emotions, Optimism, Hope. Managing Negative: Emotions

Theory	• Broaden and build theory of positive emotions suggests that positive emotions lead to novel expansive or exploratory behaviour and that over time these actions lead to meaningful, long-term resources such as knowledge and social relationships (Fredrickson, 1998, 2001). • Positive emotions open us up make us more resourceful – foster creativity and divergent thinking and enhance resilience. • The bottom line message is that people should cultivate positive emotions in themselves and in those around them, not just as end states in themselves, but as a means of achieving psychological growth and improved psychological and physical well-being (Fredrickson, 2005). • Evolutionary explanation: importance of negative emotions as a means of keeping us safe. For example, fear may protect from impending danger.
Homework	• Students complete the Happiness box. • Students to bring the completed Happiness Box to share with class at the next session.
Resources / Preparation	• Whiteboard and coloured markers. • Access to computer/laptop for slide presentation or may use A4 cards of still images. • Example of Happiness box. Teacher to prepare a Happiness Box to share with class. Students may begin to prepare Happiness box in class if there is time at the end of session.
Key Words and Phrases	**Positive emotions** – joy, interest, contentment, love. **Negative emotions** – anxiety, sadness, anger. **Suppressing** - Blocking - For example holding back and containing the emotion inside – holding back tears or laughter. This is only useful as a temporary way of dealing with feelings. **Discharging** – Letting it out - For example holding back and containing the emotion inside – holding back tears or laughter. This is only useful as a temporary way of dealing with feelings. **Transformation** – Swapping - For example to release the emotion of anger, finding something funny and exchanging the emotion of anger for laughter. **Diffusion** - Change of Focus- For example shift the focus from being disappointed at something not working out to looking out for what went well.

Positive Experience

3. Happy body: relaxation, being present in the moment, exercise

Learning Intentions	• To become aware of the benefits of achieving **centeredness and balance** through meditation. • To learn simple techniques of **meditation**. • To experience the benefits of physical **exercise**.
Key Teaching Points	1. Recap previous session and take feedback from homework activity. Students to share their happiness boxes with talk-partners and class. 2. To discuss our experience of difference physical activities, e.g. running in the playground, playing football with friends, riding bike, playing tag – the feelings of exhilaration, energy. 3. To discuss with students the benefits of taking time to be still and present. 4. To introduce meditation and relaxation. To explore with students the different strategies that can be used to change our mood e.g. going for a walk can lift your mood when you are feeling **lethargic** or have low energy.
Activities	1. Relaxation and breathing meditation: See page 10 for meditation. Allow the students to continue breathing meditation for 2/3 minutes. At the end of the meditation to open eyes and bring focus back to the room. Invite students to notice how they feel after meditation. Share with a partner and then share with class. 2. Class to complete Well-being Journal page 11. Students may write or draw. 3a. Physical activity – choose from activities below: Play a musical track of 3 minutes; students are invited to dance or move to the music. Notice how you feel, breathing and mood change. Discuss with your talk-partner – how do you feel? Share with class. or 3b. A Simple Simon game with physical movements (3 minutes). Notice how you feel, notice breathing and **mood change**. Discuss how you are feeling after the exercise (dancing/Simple Simon game). 4. Discuss how physical activity may be useful as a **mood shifter**. Class to discuss in small groups and then share as a whole group.

Positive Experience

3. Happy body: relaxation, being present in the present moment, exercise

Theory	• Meditation has many positive effects on well-being positive emotions – physiology, physical health including cultivation of attention and achieving a heightened state of awareness and alertness (Sharpiro et al., 2002). • Regular practice of meditation can affect immune system. • Produces greater happiness and reduces anxiety (Davidson et al., 2003) • Physical exercise reduces anxiety and stress builds bones muscle, joints, improves sleep and quality of life and acts as an instant happiness booster (Archives of Internal Medicine, 1999).
Homework	• Share the meditation practice with someone at home.
Resources/ Preparation	• Whiteboard/Flipchart and coloured markers. • DVD player or laptop for music. Music for dance activity (3-4 minute track).
Key Words and Phrases	**Centredness and Balance** – being present in the present moment. **Meditation** – often involves turning attention to a single point of reference, for example focusing awareness on an object or process such as breathing. **Lethargic** – sluggish, tired, energetic. **Mood Shifter** – frame of mind – mood reflects how well we feel in ourselves, and as a consequence the quality of our experience. A mood shifter is an activity, which will change our mood.

Positive Experience

4. Being in Flow: Enjoying now and being absorbed in the moment and experience

Learning Intentions	• To appreciate the importance of being in the moment and **savouring** the experience. • To understand the notion of **flow** and how it occurs, e.g. running, painting. • To enable students to understand that they actually like activities they think are "hard". Something that is difficult or challenging and you can just about make it.
Key Teaching Points	1. Recap of previous session and review and feedback of homework activity. 2. Explanation of savouring – e.g. to savour eating a piece of fruit (grape/piece of apple) is to take time to enjoy the moment of eating. 3. Teacher to talk through the activity as students carry out activity for example "before you pick up the piece of fruit, take time to notice the colour and shape. As you pick up the fruit notice the texture and fragrance if any… put it into your mouth to take a bite, chew slowly, and enjoy the experience." 4. Explanation of activities we enjoy or find boring. Note that one person may enjoy an activity and another person may find the same activity mundane or boring. Introduce the concept of flow. We experience flow when we are **totally absorbed** in an activity; all our focus is on the activity. It happens when the challenge of the activity slightly exceeds our skill. For example we become engaged when we see the possibility of success with the realisation that we need to work hard to achieve success in the activity. For example – when painting or drawing, playing a game. 5. It is possible to take everyday activity and make it more enjoyable by adding challenge and playfulness. For example a person may find washing up the dishes boring and mundane. One way of making it enjoyable may be to try and complete the activity in a given time (challenge or) play some music and wash dishes in time to music (playful).
Activities	1. Brief explanation and demonstration of savouring activity e.g. eating digestive biscuit or piece of fruit. Students to carry out savouring activity. Class to discuss their experience of the activity in pairs. Class to share experience. 2. Explore and list activities that we enjoy and activities we find ordinary and mundane. Think about the reason for feelings. 3. Class to help sort out activities into under two headings a) things that **stretch and challenge** you b) things that are ordinary, mundane and even boring for you, e.g. washing dishes 4. Discuss the reasons for placing activities in the two groups. 5. Choose one activity, which for you is ordinary and mundane and think of ways to make it enjoyable (challenging and playful).

Positive Experience

4. Being in Flow: Enjoying now and being absorbed in the moment and experience

Theory	Mihaly Csikzentmihalyi (1990) The state of flow happens under specific conditions when an activity or task challenges our skill level and yet skills capacity is such that the task is possible whilst stretching the skill capacity. Both skill and challenge are at a high level. If challenge is too great, we become anxious. If skill is higher than challenge then we lose interest or become bored. • It is losing track of time, and occurs when the activity is engrossing, stretching skills and experience "complete absorption in what one does". • 'Flow' can be experienced in almost any activity, drinking a cup of tea, washing dishes. • Being in flow is pleasurable and fulfilling and intrinsically rewarding. • Savouring – people who practice savouring show significant increase in happiness and reductions in depression. Bryant, F.B. Veroff .J. (2001) Savouring: A new model of Positive Experience
Homework	• Carry out the 'mundane' activity in the new, challenging playful way you thought of in class. • Complete Well-being Journal pages 12 and 13. Students may write or draw.
Resources / Preparation	• Whiteboard and coloured markers. • Photocopy page 12 and 13 of Well-being Journal.
Key Words and Phrases	**Flow –** when we are totally absorbed in an activity; all our focus is on the activity. **Savour –** to derive or receive pleasure from, get enjoyment from, take pleasure in. **Mundane –** ordinary, routine, every day. **Stretch and Challenge** – activities that stretch our level of skill. Something that is just outside our comfort level of skill – something to 'work' for in order to complete.

Positive Relationships

5. Happy relationships: Good Friends, Accepting yourself and respecting others

Learning Intentions	• Realise the importance of respecting self and others. • Realise the importance of relationships. • Discuss the different types of relationships. • Discover strategies for developing and nurturing relationships.
Key Teaching Points	1. Recap of previous session and review and feedback of homework activity. 2. Discuss idea of **respecting self and others**, this may be shown in different ways. To respect oneself is to be aware of our qualities, to realise that I am unique and valuable. 3. The concept of **nurturing** the idea of taking care of relationships, e.g. acknowledging people through greetings, smiles or a friendly nod. 4. Explanation of **Active and Constructive responding** to friends and family when they are good news through examples of active and passive responding. When we have a positive experience or success in our lives we most like to share the news with our family and friends. How they respond too can have a positive or negative impact. The way we respond to someone's 'good news' can make him or her feel even better or bring him or her down. We can choose to respond in different ways. 5. **Active and Constructive:** Being present and engaged, maintaining eye contact, showing genuine interest asking questions, enjoyment and excitement. **Active and Destructive:** Becoming critical, pointing our possible problems or downsides of the good event. **Passive and Constructive:** Saying little, displaying a muted happiness for the event, underplaying the importance of the event. **Passive and Destructive:** Being indifferent, disengaged, not paying attention, showing no interest in the event.
Activities	1. Class Activity – Self respect – I have right to breathe, live, sing, play. 2. Nurturing relationships: Think of your best friend or special friend; write down a list of all the things you like about them. 3. Think about all the different people in your life, in your relationship circles. 4. **Active and constructive responding** when celebrating good news. (See Well-being Journal Page 16). 5. Class are given scenarios of someone sharing good news. In pairs or groups class to discuss how to respond in a positive way to good news. 6. In pairs or groups discuss some possible opportunities to celebrate good news shared by your family and friends.

Positive Relationships

5. Happy relationships: Good Friends, Accepting yourself and respecting others

Theory	Acceptance involves openness and sharing that expand and enrich the person. • Self-respect derives from recognising our innate value and does not depend on individual characteristics or merits. Innate value is based on knowing a) that one exists and b) that one can make choices and act upon them. • Respect is about treating people like subjects not objects, recognising that every person has an intrinsic value (Popovic, 2005). • Active and Constructive Responding: When we have a positive experience or success in our lives we most like to share the news with our family and friends. How they respond too can have a positive or negative impact. The way we respond to someone's 'good news' can make him or her feel even better or bring him or her down. We can choose to respond in different ways (Gable, 2004).
Homework	• Complete Well-being Journal page 17. Students may write or draw.
Resources / Preparation	• Whiteboard/flipchart and coloured markers. • Well-being Journal.
Key Words and Phrases	**Respecting Self -** recognising our innate value that this does not depend on individual characteristics or merits**.** **Respecting Others -** to be considerate of peoples likes and dislikes, sensitive to other people's feelings. **Nurturing relationships –** fostering, encouraging, and promoting the development of positive relationships.

Positive Relationships

6. Saying Thank You

Learning Intentions	• Understanding the importance of saying thank-you; • Appreciating the importance of noticing positive things.
Key Teaching Points	1. Recap of previous session and review and feedback of homework activity. 2. Introduce the idea of **appreciation** of things and people around us, for example noticing the useful, beautiful, unusual things around in the classroom e.g. 'I really like the large window in this room, we can see the sky/sunlight'. 3. Introduce the importance of **conveying our appreciation of things,** e.g. taking time to say thank-you when you appreciate something someone has done.
Activities	1. Discuss the notion of appreciation and giving thanks, for people, events, and things. 2a. Letter of Appreciation activity. (Students invited to close eyes for this part of the activity – you may play soft background music if you wish). Students asked to think of a particular person at home that did something that they are really thankful, e.g. someone who made an impact on them. "Think about that person and remember what happened, what did the person do, and how did that make you feel, what was really important about what they did for you (knowingly, or unknowingly). If you could tell them now how thankful you are, what would you say to them?" 2b. (Open your eyes) and begin to write a letter to the person the things you would like to say to express your appreciation and thanks, students do not have to share contents of letter unless they express a wish to do so. 3. Class to discuss thoughts and feelings about the activity (discuss in pairs first for few minutes then class share as a whole). Notice how you felt during the activity – how do you feel now you have written your Letter of Appreciation? 4. Class to complete Day 1 on page 18 of Well-being Journal. Days 2 -7 to be given as homework activity (Pages 18-21).

Positive Relationships

6. Saying Thank You

Theory	"A felt sense of wonder, thankfulness and appreciation for life" People who are consistently grateful are happier, energetic and more hopeful, optimistic and satisfied with life (Emmons, 2002) - Savouring positive experiences you take the maximum enjoyment from the experience. - Expressing gratitude bolsters self-worth and self-esteem. - Expressing gratitude helps people cope with stress and trauma. - Expressing gratitude encourages moral behaviour. - Expressing gratitude helps build social bonds. - Expressing gratitude inhibits invidious comparison with others. - Expressing gratitude is incompatible with negative emotions and may diminish negative feelings. Such as anger, bitterness. - Expressing gratitude prevents us from taking positive experiences for granted.
Homework	• Read the letter to that person. • Students complete the Well-being Journal pages 18-21.
Resources / Preparation	• Flipchart/whiteboard with coloured markers. • DVD player or laptop for music. • Photocopy pages 4-7 of Well-being Journal.
Key Words and Phrases	**Appreciation** – admiration, approval, high regard. **Conveying appreciation** –expressing, communicating, and putting into words our approval. **Giving thanks** – conscious of benefit received and expressing appreciation.

Positive Achievement

7. Knowing what you are good at: character strength

Learning Intentions	• To discover key strengths. Things you are good at and do well. • To learn strategy to use **signature strengths** daily in order to experience **flow and enjoyment**.
Key Teaching Points	1. Recap of previous session and review and feedback of homework activity. 2. Discuss the idea of **strengths** (things which we think we are good at, e.g. good at tidying up my room, good at making people smile). 3. Students may be focussed on strengths as only being related to schoolwork, e.g. 'good at spelling, drawing, neat handwriting. It is important to open up the discussion to include wider strengths.
Activities	1. Students to complete the Values in Action (VIA) questionnaire. 2. Ask students to choose three strengths that 'feel like you' and then think about activities in your day where you use your strengths. This may be done by thinking of a time when you were at your best. Describe what happened and what you did in the situation. Students to share the strength demonstrated which are then identified and named for example the students may describe a time when a task was completed successfully through "trying hard" and not giving up - **perseverance**. 3. Students to write their key strengths on a sticker and then move around the room to find other students with the similar strength. Share with each other in pair and ask each other to give examples of using strength.

Positive Achievement

7. Knowing what you are good at: character strength

Theory	• Getting a good activity fit with strengths. • The Character Strengths and Virtues (CSV) handbook of human strengths and virtues by Peterson & Seligman (2004) they identified and classified the positive psychological traits of human beings. The CSV identified six classes of virtue, made up of 24 character strengths: – Wisdom and knowledge: Creativity; Curiosity; Open-Mindedness; Love of Learning: Judgement; Critical Thinking. – Courage, Valour and Bravery: Perseverance; Ingenuity; Diligence, Integrity; Genuineness; Honesty. – Humanity, Kindness and Generosity: loving oneself and allowing oneself to be loved. – Justice: Citizenship, Duty, Team Work, Loyalty, Fairness, Equity and Leadership. – Temperance, Self Control: Prudence, Discretion, Caution, Humility and Modesty. – Transcendence: Appreciation of Beauty; Gratitude; Hope; Humour, Playfulness and Spirituality.
Homework	• Each student then to complete Well-being Journal pages 22-25. How do you use your top 3 strengths? How else can you use them?
Resources / Preparation	• Book ICT Suite for class activity.
Key Words and Phrases	**Strengths** – things we are good at doing, for example things that you can do easily – noticing and appreciating people and things around you. - Strengths are positive psychological traits of human beings. **Signature Strengths** – things that you are particularly good at doing.

Positive Achievement

8. Feeling competent

Learning Intentions	• To understand the importance of **achievement** and **competence** for happiness. • To become aware of the need to have evidence for a sense of achievement and competence.
Key Teaching Points	1. To review homework and gain feedback from students. 2. To introduce the idea of **self efficacy** the idea that we all have beliefs about our capabilities to achieve and get things done. 3. To introduce and discuss the concepts of achievement and competence. The sense of satisfaction that is attained through completing a task successfully, achieving competence in a new skill.
Activities	1. Students to write their names in their best handwriting. Then, they are asked to swap hands and underneath write their names again as neat as possible. Students are asked to describe how this feels for example holding the pen/pencil may feel awkward. Note and discuss the reasons for the differences in presentation. Students to discuss how presentation of non-dominant handwriting can be improved. Students to be given 5 minutes to practice writing with non-dominant hand and repeat first task – right name with dominant hand and non-dominant hand and compare the difference. Ask students "how did you feel after attempting the task after practice". 2. Students to discuss activities that they have participated in or carried out in the past week. To consider the progress made and the activities completed. 3. Activities discussed and listed on class whiteboard e.g. 1) Completed homework 2) Attended dance club 3) Finished writing activity 4) Started art project. Note the sense of satisfaction realised in considering the achievements of the past week. 4. Introduce page 29 of Well-being Journal: Feeling Competent. Demonstrate on whiteboard through examples from class discussion. What I did well? I know I did well because (what is the evidence?). Examples may include, I know I learnt my spellings well because I got 8/10 right in the spelling test, I know "I did a good job at tidying my room, I know I did this because my room looks neat and my mum noticed and said that it looked tidy" (page 29 may be completed in class or as homework).

Positive Achievement

8. Feeling competent

Theory	• Self-determination theory states that **competence** is one of the three basic psychological needs, alongside **autonomy** and **relatedness**. • Self-efficacy underlines the sense of competence. Self-efficacy is the belief that you **can** achieve. It is the way to achieving competence through the actual experience and evidence of having delivered something. (Bandura, 1994). • The most effective way of creating a strong sense of self efficacy is through mastery experiences as success builds a robust belief in personal efficacy. • A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Pupil with high assurance in their capabilities approaches what difficult tasks as challenges to be mastered rather than threats to be avoided. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure they quickly cover sense of efficacy after failures or set-backs. (Bandura, 1994).
Homework	• Complete Page 29 of Well-being Journal. Things I can do well. What did you do well? How do you know?
Resources / Preparation	• Whiteboard/flipchart with coloured markers • 1 large (A3) copy of steps to success goal planning sheet from Well-being Journal for demonstration (Page 26).
Key Words and Phrases	**Competence -** level of skill or capability that can be increased by optimal level of challenge and effective feedback. **Autonomy** - freedom to determine own behaviour that can be increased by having choice, acknowledgement of having feelings and opportunities for self-direction. **Relatedness** – having a sense of security and connectedness, can be increased by having people who care about you around you. **Achievement –** obtaining a goal through actions/exertion**.** **Self-efficacy** - To introduce the idea of **self efficacy** the idea that we all have beliefs about our capabilities to achieve and get things done.

Positive Achievement

9. Knowing what and knowing how: Motivation and Goal setting

Learning Intentions	• To understand the importance of identifying goals to work towards, and (taking part in a valued and challenging activity). Their impact on well-being. • Identifying goals adds focus and structure to daily life, and achieving steps towards goals gives emotional boost. • To understand the idea of breaking down a task into smaller steps.
Key Teaching Points	1. Recap main points from session. This may be gone through asking students to share the main points with a partner and then whole class to share key points, which can be scribed on class whiteboard. 2. To introduce the idea of **identifying** and **setting goals** and then achieving them. Important to stress goals can range from making your packed lunch, or sandwich, or arranging a celebration party, or learning to play an instrument. 3. To introduce the idea of breaking a goal into smaller steps. Even a simplest goal or making a sandwich or cup of tea is made of smaller steps for example like building a brick wall – one brick is laid at a time. Other examples that may be used are steps to making a sandwich. 4. Setting goals and achieving completion gives a positive boost to well-being.
Activities	1. How do you climb a staircase – step by step? Introduce the activity sheet 'Steps to Success' (use A3 copy page 26 of Well-being Journal). Class to share goals they have set and achieved. One example to be taken and the steps leading to goal are shared. Scribe on A3 'Steps to Success' sheet for class to share. Note the need to break down a goal into smaller steps and tasks. 2. Class task – to make a Happiness poster. The class Happiness poster can be made in sections by students working in smaller groups. For example each table can take a section of the Happiness curriculum as a focus to write or draw about their part of the whole class Happiness poster. The class will need to think of all the tasks that will need to be done before. Students to fill in the Goal sheet by noting down the separate tasks that need to be carried out in order to finish the task. 3. Next, students to sequence the activities to be carried out in order of completion. Carry activities to make Happiness poster. 4. Students to think about goals that may be considering for the remainder of this term, for example activities and tasks to be relating to goals for the next school academic year. Goals may include becoming more proficient in a sport or musical instrument or sorting and tidying toys or books.

Positive Achievement

9. Knowing what and knowing how: Motivation and Goal setting

Theory	• Following intrinsic goals fulfils the needs of competence and control (autonomy) (Kasser et al., 1993) • Goal setting and planning skills have a causal link to subjective well-being and that such skills can be learned to enhance well-being (McLeod et al., 2007) • Intrinsic Motivation – reflects inborn tendency to seek out novelty and challenges to explore the world to exercise our capabilities. • Extrinsic Motivation – engaging in activity for the sake of something else in order to maintain some other reason for example, going to work to earn money (Boniwell, 2006) • Intrinsic motivation is enhanced for activities that are moderately challenging, those we feel we can do well, or that give us satisfaction (Bandura, 1997) Well-being is enhanced when people choose to pursue **goals** that are: – Feasible, realistic and attainable – Those they are making progress towards – Personally meaningful and Intrinsic – Those that people feel highly committed to – Concern with community, intimacy and growth – Congruent with people's motives and needs – Valued by one's culture – Not conflicting (Boniwell, 2006)
Homework	• To complete page 26 of the Well-being Journal. What are the steps you need to take to bring you closer to your chosen goal or activity?
Resources / Preparation	• Whiteboard/flipchart and coloured pens. • Copies of Task Completion sheet for each child.
Key Words and Phrases	**Identifying Goals** – identifying a specific objective or outcome that is to be worked towards. The objective that a person plans or intends to achieve. The anticipated end result or goal guides the actions for achieving it. **Setting goals -** once identified as a desired goal – it is set to be achieved within a time frame. **Smaller steps** - the achievement of the goal is broken down into smaller achievable steps toward the identified main goal. **Motivation** – a reason for doing something, something that encourages someone to action, driving force, incentive, or impetus for behaviour.

Positive Meaning

10. Helping Others and Sorting Things out: Conflict Resolution

Learning Intentions	• To learn strategies to **resolve conflicts.** • To recognise the importance of forgiveness and letting go of grievances. • To realise the importance of being kind to others.
Key Teaching Points	• Recap of the previous session and review of homework. Introduce the new section of the curriculum programme, Helping Other and conflict resolution. • Remind students of relationship circles activity in Positive Relationships section of Well-being programme. Remind students of the idea of **nurturing** (being kind) relationships. • Introduce the idea that sometimes **conflicts** occur in relationships for example during a game in the playground or a dispute about who was first in line. • Introduce the idea of **resolving conflicts** there are two key tactics of dealing with conflict; 1) separating the sides of the conflict so there is less chance of the conflict being experienced for example students in dispute may be asked to sit at different locations within the classroom or to work in different groups. This strategy may provide a quick or temporary respite. 2) Establishing an accepting and negotiating attitude, looking for common ground, a way that is acceptable for each side of the conflict. This tactic requires more time and effort but will enable you to attain more long term solution which is beneficial and satisfying to both sides. • Discuss with students the idea of **kindness** and together class to consider activities which they consider to be acts of kindness. In the classroom these may include befriending a new person in the class, allowing another student to share a book or colouring pencils and carrying out jobs for the teacher. At home acts of kindness may include helping with chores around the house, playing with a younger sibling and making a card or drawing for a family member.
Activities	1. Think of the last time you had an argument with someone. Examples taken from students and scribed for all to share. 2. Choose one example of an argument that was resolved and one that was not. Discuss – integrative versus distributive tactics. 3. Choose a day and on that day decide to do one new and special large act of kindness or 3-5 little ones.

Positive Meaning

10. Helping Others and Sorting Things out

Theory	• Engaging in increased kind behaviour is an effective way to elevate well-being and promotes a sense of meaningfulness and value in ones life. • The results of the kindness intervention suggests that doing more than it you usual custom is beneficial when it comes to acts of kindness. Doing acts of kindness on a regular basis makes people happy for an extended period – it's important to vary the acts of kindness to enhance well-being Lyubomirsky, S (2005) • Resolving conflicts, there are two major strategies in dealing with conflict 1) Distributive tactics which are mainly concerned with the outcome and may involve a) taking one side of the conflict and ignoring or fighting the other or b) separating both sides of the conflict. If they are sufficiently separated so that there is no resistance between them and conflict may not be experienced and, 2) Integrative tactics involve a) maintaining an accepting attitude and negotiating common ground, finding a way that is satisfying and acceptable to every side in the conflict. b) Clarifying and reflecting the ideas and assumptions behind each side and setting priorities on that basis.
Homework	• Complete Well-being Journal pages 30-33. What did you do and how did you feel at the end of the day?
Resources / Preparation	• Whiteboard and flipchart. • Well-being Journal.
Key Words and Phrases	**Conflicts** – disputes, disagreement or quarrel caused by actual or perceived opposition of needs, values or interests. **Resolving Conflicts** – resolution of the disagreement where both parties come to an agreement the dispute. Can be win-win – win-lose or lose-lose situation for those involved. **Acts of Kindness** - an action performed to help or cheer up someone, to make them happier. **Nurturing -** to encourage, nourish and promote the development of positive relationships.

Positive Meaning

11. Happy schools and community: Civic Connection

Learning Intentions	• To realise the importance of belonging to a group or club, e.g. computer club, teatime club. • To realise the importance of making a **contribution to the community** through the act of giving – time, items brought or created.
Teaching Points	1. Recap of previous session and review and feedback of homework activity. 2. Explore with students the various clubs and groups that some of them **belong to a club or group** e.g. Football club, Gardening club, Book club, Dance. Encourage students to share the different clubs people belong to. 3. There may be students who do not belong to a defined club so, it would be useful to point out that there are many informal clubs, e.g. friends you usually play with in the playground, friends you walk to school with or regularly play with in the park or After School Club. 4. Discuss Contribution to the community or **community service**, taking part in activities for the benefit of the community. Examples of community service include cleaning up of the playground, helping students in another class with their reading.
Activities	1. Students to share who belongs to a club. Discuss why we enjoy belonging to clubs? 2. Discuss with students the idea of contribution to the community with examples of activities. 3. With the students choose one of the activities below to plan to carry out during the school week; • Setting up a buddies scheme, such as Reading buddies • Sharing games with students in nursery. • Tidy the garden area. • Playground clean up. • Good deeds for school generated by students. 4. Students to identify time after school or at lunchtime to complete the activities. Activities to last at least 30 minutes.

Positive Meaning

11. Happy schools and community: Civic Connection

Theory	• Social connections have profound links with psychological well-being (Putnam, 2000) • Civic connection is important as predictors of life happiness and well-being (DDB Needham Life Style sample) (Berkman) • Helping others or volunteering for a worthy cause highlights your abilities, resources and expertise and give you a feeling of control in your life. (Williamson and Clarke, 1989) Volunteering is associated with diminished depressive symptoms and enhanced feelings of happiness, self-worth, master of and personal control (Piliavin 2003) • Studies have shown correlation between community services and academic success; students who maintain a weekly community service record 85% of the time, are more likely to succeed and have a higher grade point average than those who have not done any at all. Examples of community service projects include cleaning a park or helping out at a local library.
Homework	• Choose and carry out one activity from list and carry out during the week: -Visit a senior/elderly neighbour – share with them the important lessons in their life. -Baking cake or biscuits to share with a neighbour. -Make a card or picture to give to a neighbour, friend or family member. -Giving toys, books, or clothes you no longer need to a charity shop. -Help your parent/carer with chores around the house. • Complete the Well-being Journal pages 34-35.
Resources / Preparation	• Whiteboard and flipchart with coloured pens
Key Words and Phrases	**Belonging to clubs/groups** - may be formal groups for example Scouts, woodcraft, sports teams, or informal groups – people you walk to school with, play in the playground. **Civic connection** – association and links with community. **Community Service** - taking part in activities for the benefit of the community.

Positive Meaning

12. The Power of Enough: Maximising versus Optimising

Learning Intentions	• To realise the impact of too much choice on well-being. • Realise that reducing choice can reduce stress and anxiety. • Understand the idea that more choice can lead to us wanting more.
Teaching Points	1. Recap of previous session and review the feedback from homework activity. Students are encouraged to talk and share with partners the experience of community service activity. 2. Introduce the idea of **too much choice**, e.g. having too many items available to choose from can make it difficult to decide for example, deciding which chocolate to take from a big box of Quality Street selection, deciding which cereal from a whole aisle at the Supermarket. How do we feel when there is so much to choose from – do we have any rules about how we decide? Explore with students different possible rules that govern choices. E.g. "I only have this much money to spend on the item…or "I have only…" 3. How do we decide what to choose? Introduce **Satisficer** (the idea of choosing the item that suits us, that is good enough for our needs) and **Maximiser** strategies (the idea that sometimes we want to shop around and look at every single item e.g. looking at every single available cereal (before choosing which one to buy).
Activities	1. Class to discuss when and what is important to choose and when and what is not so important to choose. Think of the last time you got to choose something that was bought for you, e.g. clothes, toys, game. How did you make your decision? Did you shop around, how many did you look at. Students to share why they had made certain choices. These are noted with criteria for choosing the final item. 2. Facilitator to share a story of two students shopping for a new video game, DVD toy, or football cards. Each has the same amount of money. Once child uses a maximiser strategy and the other child uses a satisficer strategy. Students will be invited to role-play the story. 3. Choice activity – the students are divided into two groups to demonstrate that the idea of too much choice can sometimes lead to no choice being made at all or a choice made that the chooser is not fully happy with. 24 versus 6 varieties (e.g. coloured paper, pens (pictures of different breakfast cereals or fruit maybe used or two menus with 24/6 items to choose from. Students are invited to choose one item). 4. Discuss the idea of choice. Can there be such a thing as too much choice? Ask the students in both groups to describe their feelings about the choices they have made. 5. Review key teaching points and explain homework activity.

Positive Meaning
12. The Power of Enough: Maximising versus Optimising

Theory	• In the situation of too much choice people find it difficult to choose. Once choice is made people tend to be less satisfied than when given less choice – there is always the thought that we may have missed out on a better choice (Schwatz, 2004) • Limited choice leads to a greater satisfaction from choices you make. • Deciding and choosing between being a maximiser or satisficer (Schwartz, 2004).
Homework	• Complete Well-being Journal pages 36 and 37. Students may write or draw.
Resources / Preparation	• Whiteboard/flipchart and coloured pens. • Items of choice activity e.g. different coloured paper/pens/games.
Key Words and Phrases	**Too much choice** – too many options, alternatives or too large a selection. **Maximiser strategy** – If you look for and only accept the best. Need to be assured that every purchase or decision was the best that could be made, therefore the need to check out all alternatives. **Satisficer strategy -** the number of choices need not have significant impact on decision making. When an object is found that is good enough to meet needs and standards, the search is over and other choices available become irrelevant. **Enough** – sufficient, an adequate amount of something.

Appendix B: The Positive Well-Being Student Journal

Positive Well-Being Journal

Student Name. ……

Table of contents

Positive Experience

Fun & Flow

Happiness Detective

What makes people happy?

Interview three people that you know by asking them "tell me three things that make you happy?" Write their replies below.

Person A.

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Person B.

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Person C.

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Positive Experience

Fun & Flow

Next, take the answers and write them under the headings below.

	Positive Experience: things that are fun	**Positive Relationships:** family & Friends	**Positive Achievement:** feeling good about what I can do	**Positive Meaning** : feeling good, being helpful to others
Person A.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Person B.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.
Person C.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.

Managing Negative Emotions

Suppressing

Blocking
For example, holding back and containing the emotion inside – holding back tears or anger. This is only useful as a temporary way of dealing with feelings.

Discharging

Letting it out
For example, the emotion is released. It is allowed to come out, such as giving vent to your anger. This is not always a useful way of managing your feelings. You need to consider the situation and those around you.

Transformation

Swapping
For example, to release the emotion of anger, to find something funny and exchange the emotion of anger for laughter

Diffusion

Change of Focus
For example, to shift the focus from being disappointed at something not working out, to looking out for what went well.

Managing Negative Emotions

During next week notice when you experience negative emotions. How did you feel? What happened? What did you do?
Write or draw about your experience.

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Positive Experience

Fun & Flow

Happiness Box

Things you will need to make your Happiness Box

A shoe box or container
Things to decorate the box e.g. coloured, paper, pens, pencils and pictures or photographs
Sticky tape, glue or blue-tack

Activity:

Think of things that make you happy, for example a particular experience, time spent playing with a favourite toy, reading a special book, a memorable outing with your family or friends.

Make a list of your happy experiences.

Next take an object, picture or photograph that reminds you of the happy experience and put it in the box.

Continue to add as many reminders of happy experience as you wish, into your Happiness Box.

Positive Experience

Fun & Flow

List of things that make me happy

1. .....

2. .....

3. .....

4. .....

5. .....

6. .....

7. .....

8. .....

9. .....

10 .....

(If you need more space, continue your list on an additional sheet)

Positive Experience

Fun & Flow

Relaxation and Breathing Meditation

Relaxation practice

Sit up in your chair, keeping your back nice and straight
Your head should be facing forward
Both feet are flat on the floor
Hands are held lightly on your lap
Eyes can be open or closed

Begin with your feet, squeeze and clench them tight while you count 1-2-3 in your mind and then relax your feet flat on to the floor. Next clench the muscles in your shins and thighs and count to 1-2-3 and then relax. Move up through your body until you reach your head. Clench your face tight, count to 1-2-3 in your mind and then relax.

Become aware of your breathing; focus on the coolness at the end of your nose when you breathe in and the warmth as you breathe out.
In your mind count one as you breathe in and two as you breathe out, and so on up to ten. Then begin again counting from one. If you lose track of where you are, start again with one.
Continue for 2/3 minutes.

Positive Experience

Fun & Flow

Relaxation and Breathing Meditation

Write or draw about how you feel?

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Positive Experience

Fun & Flow

Being in Flow

Choose one ordinary or mundane activity from the list discussed in the class. Or you may think of another activity you would like to focus on for this activity e.g. washing the dishes, tidying up your room, learning spellings – any activity which for you is ordinary and routine.

Describe the ordinary or mundane activity you have chosen:

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Think about how you can make this activity more enjoyable. Are there other ways in which you can make the activity more challenging or playful? Then carry out the activity in the new playful or challenging way.

What you did to make the activity more enjoyable.

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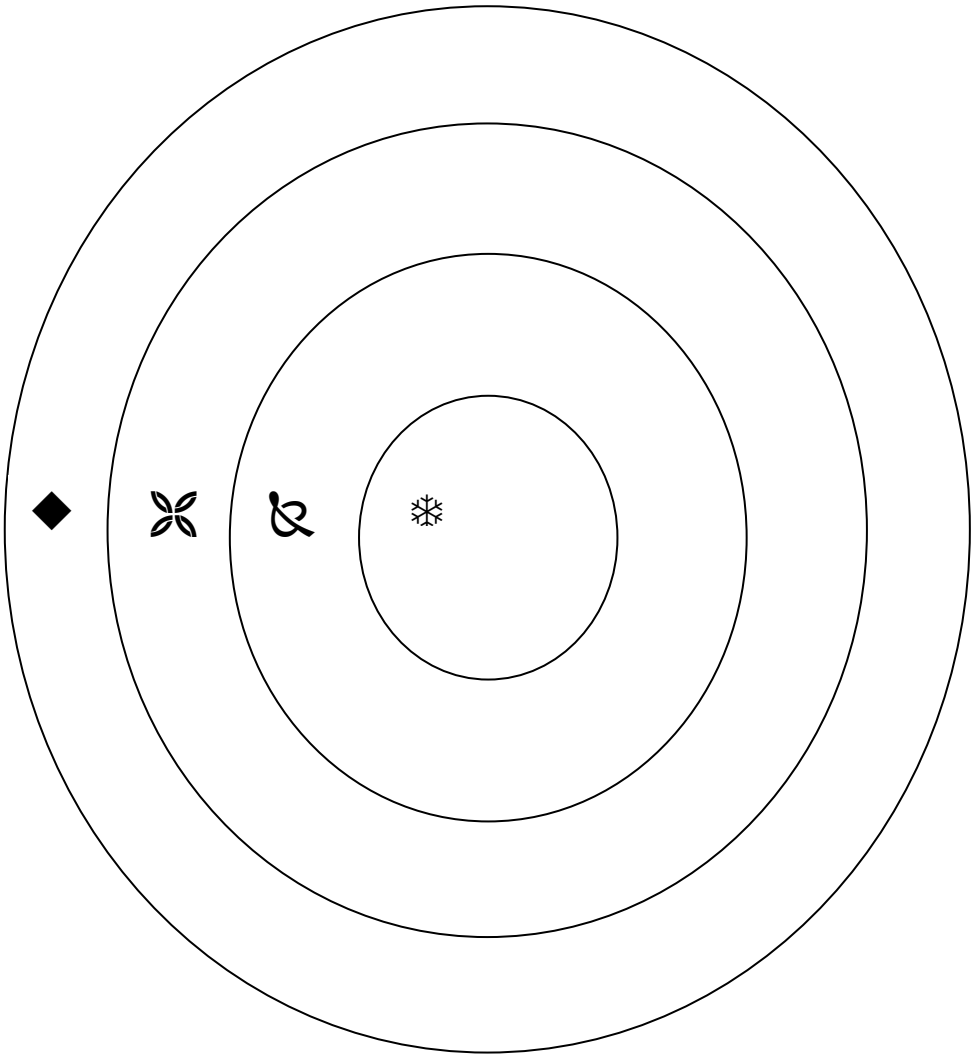
Positive Relationships

Family & Friends

Relationship Circles



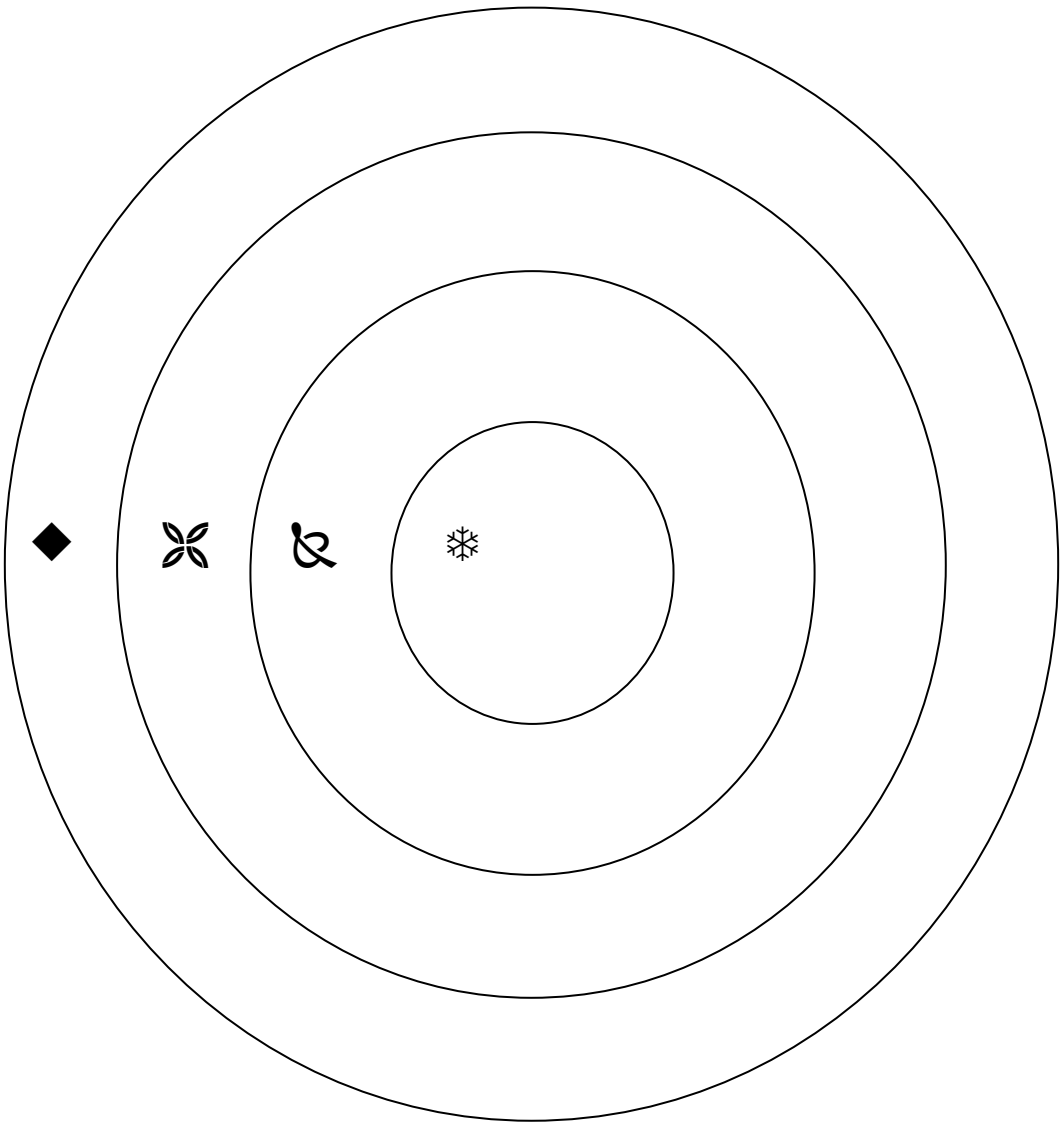
Look at the relationship circles, think about all the different people in your life and choose which circle you would like to write their name. Does everyone fit neatly into a circle or are some names in more than one circle?

- ❄ Family
- Close Friends
- Friends and other people I know

Positive Relationships

Family & Friends

Relationship Circles



Look at the relationship circles, think about all the different people in your life and choose which circle you would like to write their name. Does everyone fit neatly into a circle or are some names in more than one circle?

- ❄ Family
- Close Friends
- Friends and other people I know

Positive Relationships

Family & Friends

Celebrating Good News

Find out some good news that happened to someone in your family recently. Remember how to celebrate the good news in an active and constructive way: showing real interest, asking questions and enjoying the moment.

You can choose one of the following ways to celebrate the good news.

Ask the person to tell you about the good news. Give the person your full attention as you listen to the good news.
Suggest a way to celebrate, for example by making a cake together.
Tell your friends, neighbours or other family members about the news.
Show your excitement about the news in a way that feels fun, for example jumping up and down, dancing – or with a smile on your face.
Tell the person how happy you are for them.

Or you may think of other ways to celebrate the good news.

Positive Relationships

Family & Friends

Celebrating Good News

Write a story about the good news and what you did to celebrate.

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(If you need more space, continue on an additional sheet)

Positive Relationships

Family & Friends

Saying "Thank You"

Day 1. Today, the three things I am thankful for are

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because.....
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Day 2. Today, the three things I am thankful for are

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because.....
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Saying "Thank You"

Day 3. Today, the three things I am thankful for are …

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because……
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Day 4. Today, the three things I am thankful for are

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because……
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Positive Relationships

Family & Friends

Saying "Thank You"

Day 5. Today, the three things I am thankful for are …

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because……
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Day 6. Today, the three things I am thankful for are

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because……
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Saying "Thank You"

Day 7. Today, the three things I am thankful for are …

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because……
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Positive Achievement

Flying High

Strengths

Knowing how good you are:

Write down your top five strengths - things that you think you are good at doing.

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During the next week, try to use one of your strengths in a new and different way every day. You can use a different strength each day or the same one every day. Write down how you used your strength

Day 1

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Positive Achievement

Flying High

Strengths

Day 2

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Day 3

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Positive Achievement

Flying High

Strengths

Day 4

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Day 5

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Positive Achievement

Flying High

Strengths

Day 6

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Day 7

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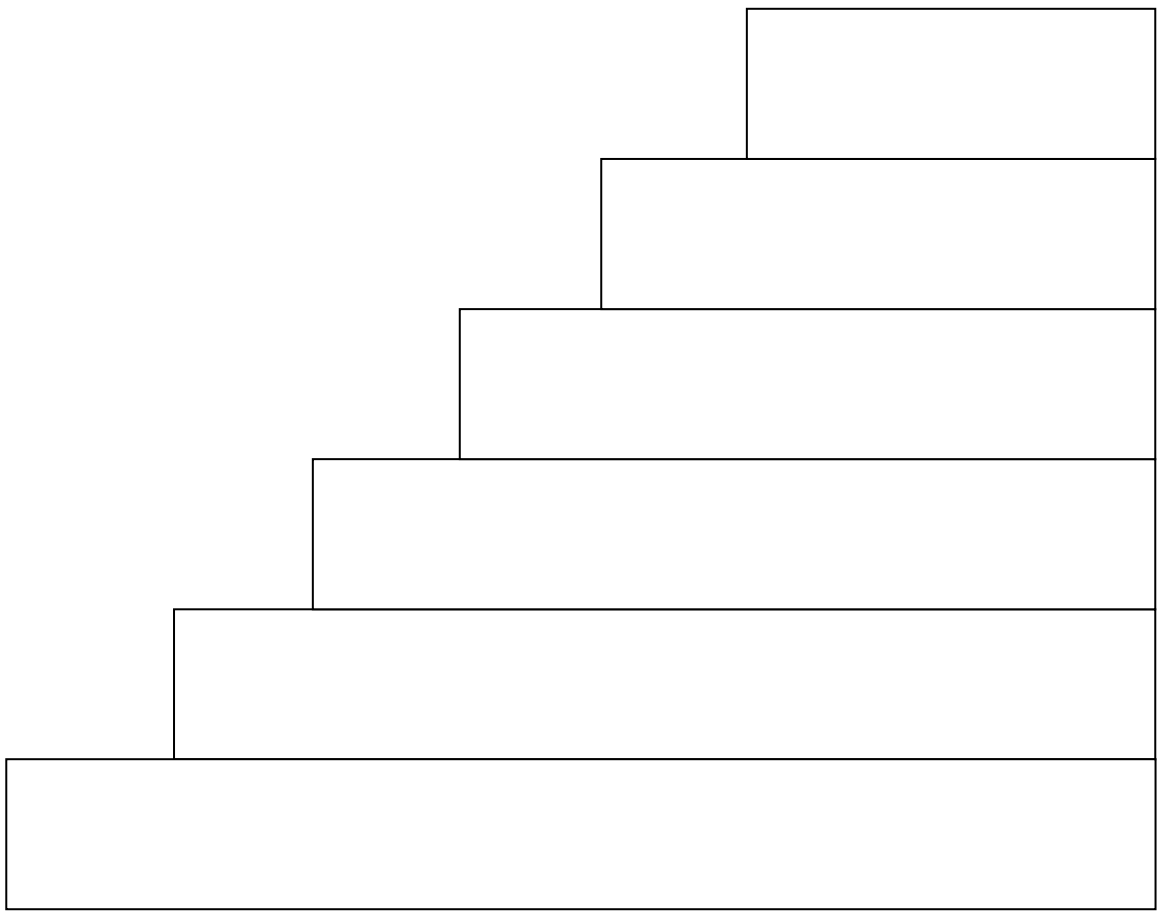
Positive Achievement

Flying High

Goal Planning

Steps to Success

Your Goal



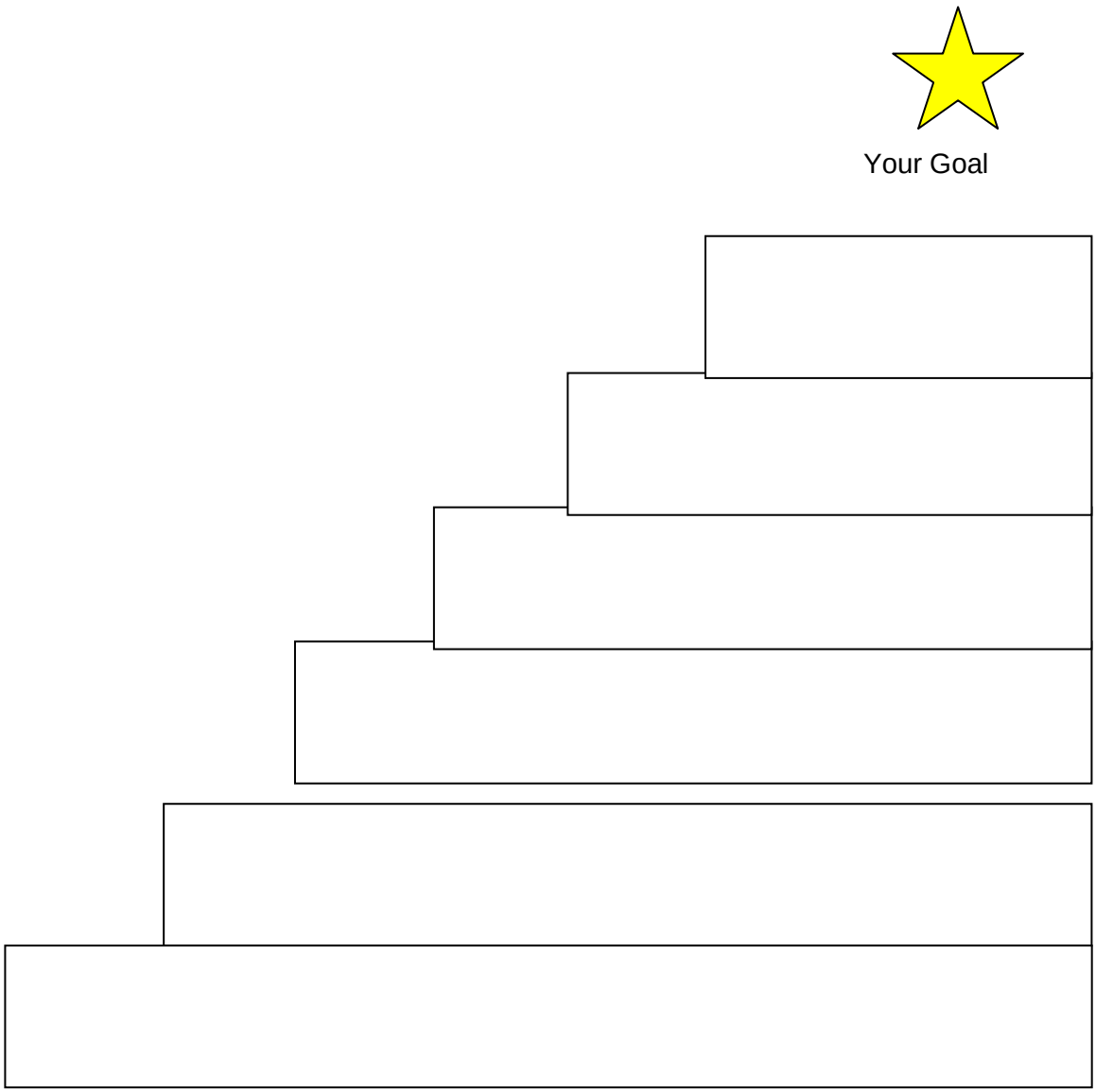
Things I need to do to achieve my goal

Positive Achievement

Flying High

Goal Planning

Steps to Success



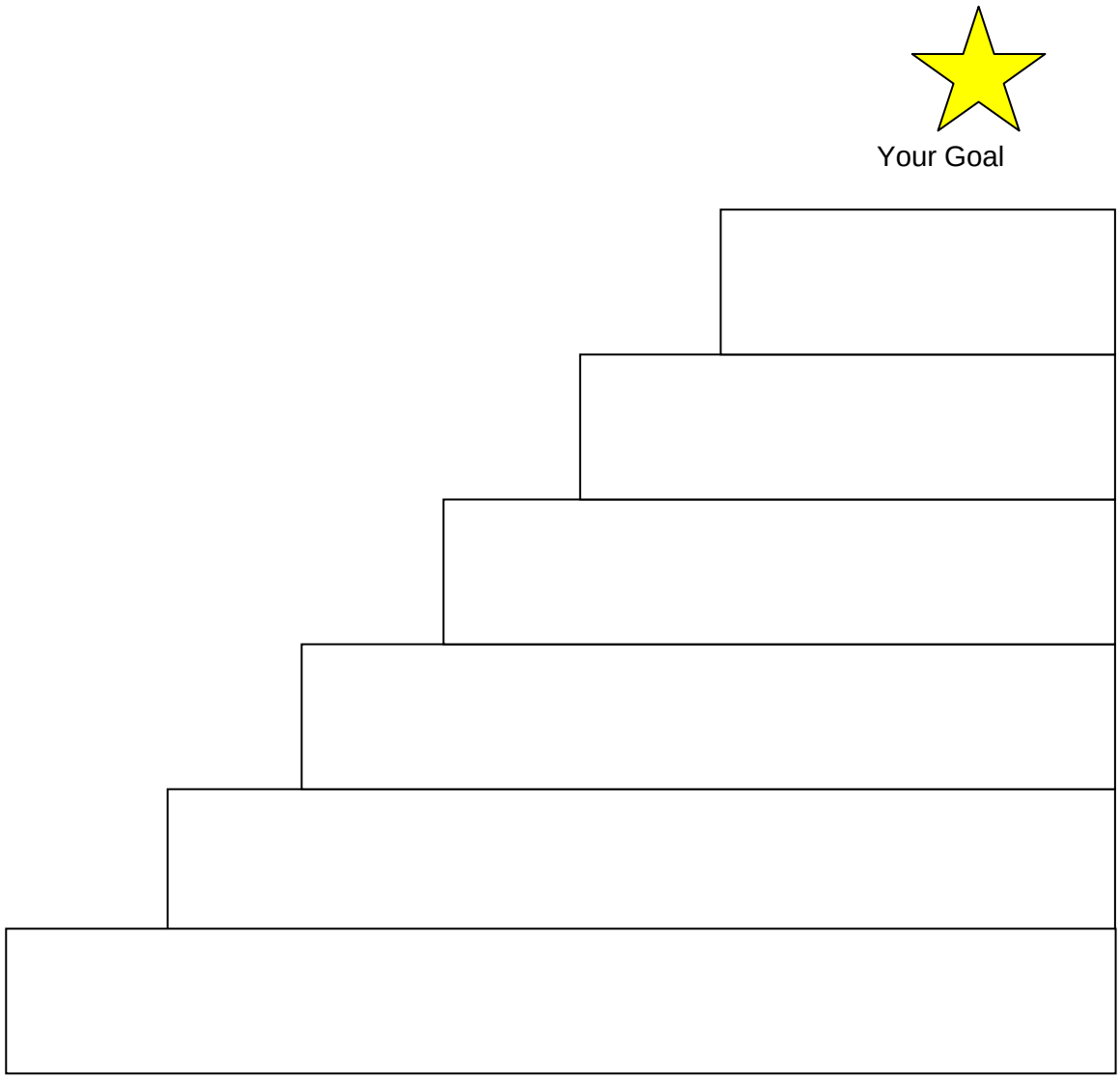
Things I need to do to achieve my goal

Positive Achievement

Flying High

Goal Planning

Steps to Success



Things I need to do to achieve my goal

Positive Achievement

Flying High

Feeling Competent

Think of the things you have done well recently. This can include things from the past week, month or last term.

List what you did well and write how you know that you did well, what is the evidence?

What I did well	I know I did well because…

Positive Meaning

Fulfilment

Helping Others
Acts of Kindness

Choose a day to be your "kindness day", and on that day:

Carry out 5 little acts of kindness

Act of Kindness 1.

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Act of Kindness 2.

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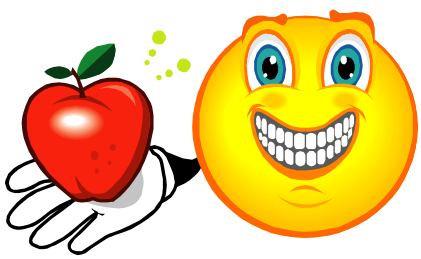

Positive Meaning

Fulfilment

Helping Others
Acts of Kindness

Act of Kindness 3.

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Act of Kindness 4.

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Act of Kindness 5.

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Positive Meaning

Fulfilment

Helping Others
Acts of Kindness

Write or draw how you felt at the end of the day?

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Positive Meaning

Fulfilment

Helping Others
Acts of Kindness

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Positive Meaning

Fulfilment

Happy Schools and Community

From the list below choose one activity that would make a difference to someone. You may be able to think of some different activities, that you would like to do instead. Discuss with your parents or carers and ask permission before you carry out the activity.

Visit a senior or elderly neighbour to listen and ask them to share with you the important lessons of their life.

Bake a cake or biscuits to share with your neighbour.

Collect trays or books you don't need any more to give to charity shop.

Which activity did you choose?

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Positive Meaning

Fulfilment

Happy Schools and Community

Write or draw how you felt after you had completed the activity?

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Positive Meaning

Fulfilment

The Power of Enough

Remember the story from class session – think about the different strategies we use when we have to make a choice about something.

Think about the last time you went shopping for a new book or toy. Which strategy did you use, the Maximiser strategy or Satisficer strategy?
Remember Satisficer strategy is the idea of choosing the item that suits us, that is good enough for our needs and Maximiser strategy is the idea that sometimes we want to shop around and look at every single item before choosing which one to buy.

Did your shopping strategy help the planet?
How did you feel once you had bought the new book or toy? Write a story or draw a picture about your shopping experience.

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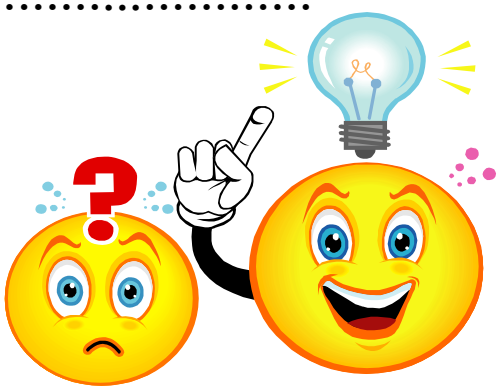

Positive Meaning

Fulfilment

The Power of Enough

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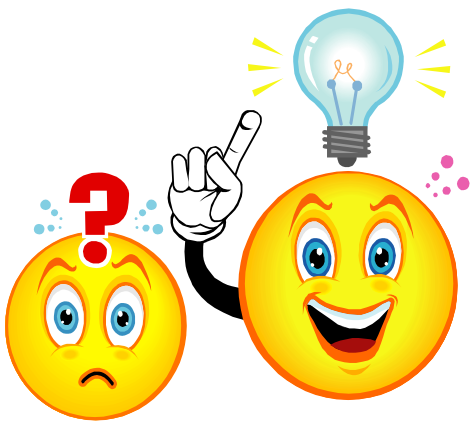


Appendix C: Myself as Learner Scale (MALS)

MYSELF AS LEARNER SCALE (MALS)

nferNelson
understanding potential

HOW I SEE MYSELF

Instructions: On the next page you will be given 20 questions to answer. Their purpose is to find out how you see yourself when it comes to learning and school work. Some people see themselves as being very good at learning and doing hard work, but others don't. We want to know what you think about yourself.

This is not a test. There are no right or wrong answers, so please try to answer the questions as truthfully as you can. Your answers will not be shown to anyone else.

First of all we need some information about you.

Name .....

Boy or girl.....

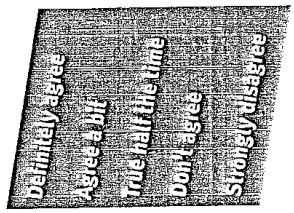
Date of birth .....

Today's date .....

Your age .....

Please read the statements carefully.

If you definitely agree, please put a circle around	a
If you agree a bit, but not so strongly, please put a circle around	b
If you think that the statement is true about half the time, please put a circle around	c
If you don't agree, please put a circle around	d
If you strongly disagree, please put a circle around	e



1.	I'm good at doing tests.	a	b	c	d	e
2.	I like having problems to solve.	a	b	c	d	e
3.	When I'm given new work to do, I usually feel confident I can do it.	a	b	c	d	e
4.	Thinking carefully about your work helps you to do it better.	a	b	c	d	e
5.	I'm good at discussing things.	a	b	c	d	e
6.	I need lots of help with my work.	a	b	c	d	e
7.	I like having difficult work to do.	a	b	c	d	e
8.	I get anxious when I have to do new work.	a	b	c	d	e
9.	I think that problem-solving is fun.	a	b	c	d	e
10.	When I get stuck with my work I can usually work out what to do next.	a	b	c	d	e
11.	Learning is easy.	a	b	c	d	e
12.	I'm not very good at solving problems.	a	b	c	d	e
13.	I know the meaning of lots of words.	a	b	c	d	e
14.	I usually think carefully about what I've got to do.	a	b	c	d	e
15.	I know how to solve the problems that I meet.	a	b	c	d	e
16.	I find a lot of schoolwork difficult.	a	b	c	d	e
17.	I'm clever.	a	b	c	d	e
18.	I know how to be a good learner.	a	b	c	d	e
19.	I like using my brain.	a	b	c	d	e
20.	Learning is difficult.	a	b	c	d	e

Myself As Learner Scale (MALS)

Scoring Key

nferNelson
understanding potential

Directions: Place the scoring key over the completed MALS questionnaire ensuring that it is aligned correctly. Sum the scores for the circled responses to give a total score and record this on the child's MALS questionnaire.

1.	5	4	3	2	1
2.	5	4	3	2	1
3.	5	4	3	2	1
4.	5	4	3	2	1
5.	5	4	3	2	1
6.	1	2	3	4	5
7.	5	4	3	2	1
8.	1	2	3	4	5
9.	5	4	3	2	1
10.	5	4	3	2	1
11.	5	4	3	2	1
12.	1	2	3	4	5
13.	5	4	3	2	1
14.	5	4	3	2	1
15.	5	4	3	2	1
16.	1	2	3	4	5
17.	5	4	3	2	1
18.	5	4	3	2	1
19.	5	4	3	2	1
20.	1	2	3	4	5

TOTAL SCORE ☐

This scoring key is part of Psychology in Education edited by Norah Frederickson and R.J. (Sean) Cameron.
Published by nferNelson Publishing Company Ltd, The Chiswick Centre, 414 Chiswick High Road, London, W4 5TF,
Code 009000 7300

Appendix D: Multidimensional Student Life Satisfaction Scale (MSLSS)

MSLSS Items

Family

I enjoy being at home with my family. (never); (sometimes); (often); (almost always).

My family gets along well together. (never); (sometimes); (often); (almost always).

I like spending time with my parents. (never); (sometimes); (often); (almost always).

My parents and I like doing fun things together. (never); (sometimes); (often); (almost always).

My family is better than most. (never); (sometimes); (often); (almost always).

Members of my family talk nicely to one another. (never); (sometimes); (often); (almost always).

My parents treat me fairly. (never); (sometimes); (often); (almost always).

Friends

My friends treat me well. (never); (sometimes); (often); (almost always).

My friends are nice to me. (never); (sometimes); (often); (almost always).

I wish I had different friends. (never); (sometimes); (often); (almost always).

My friends are mean to me. (never); (sometimes); (often); (almost always).

My friends are great. (never); (sometimes); (often); (almost always).

I have a bad time with my friends. (never); (sometimes); (often); (almost always).

I have a lot of fun with my friends. (never); (sometimes); (often); (almost always).

I have enough friends. (never); (sometimes); (often); (almost always).

My friends will help me if I need it. (never); (sometimes); (often); (almost always).

School

I look forward to going to school. (never); (sometimes); (often); (almost always).

I like being in school. (never); (sometimes); (often); (almost always).

School is interesting. (never); (sometimes); (often); (almost always).

I wish I didn't have to go to school. (never); (sometimes); (often); (almost always).

There are many things about school I don't like. (never); (sometimes); (often); (almost always).

I enjoy school activities. (never); (sometimes); (often); (almost always).

I learn a lot at school. (never); (sometimes); (often); (almost always).

I feel bad at school. (never); (sometimes); (often); (almost always).

Living Environment

I like where I live. (never); (sometimes); (often); (almost always).

I wish there were different people in my neighbourhood. (never); (sometimes); (often); (almost always).

I wish I lived in a different house. (never); (sometimes); (often); (almost always).

I wish I lived somewhere else. (never); (sometimes); (often); (almost always).

I like my neighbourhood. (never); (sometimes); (often); (almost always).

I like my neighbours. (never); (sometimes); (often); (almost always).

This town is filled with mean people. (never); (sometimes); (often); (almost always).

My family's house is nice. (never); (sometimes); (often); (almost always).

There are lots of fun things to do where I live. (never); (sometimes); (often); (almost always).

MSLSS Items

Self

I think I am good looking. (never); (sometimes); (often); (almost always).

I am fun to be around. (never); (sometimes); (often); (almost always).

I am a nice person. (never); (sometimes); (often); (almost always).

Most people like me. (never); (sometimes); (often); (almost always).

There are lots of things I can do well. (never); (sometimes); (often); (almost always).

I like to try new things. (never); (sometimes); (often); (almost always).

I like myself. (never); (sometimes); (often); (almost always).

Appendix E: Positive and Negative Affect Schedule (PANAS-C)

PANAS-C

Directions

This scale consists of a number of words that describe different feelings and emotions. Read each item and then circle the appropriate answer next to that word.

Indicate to what extent you have felt this way during the past few weeks.

Use the following scale to record your answers

(1) = Very slightly or not at all (2) = A little (3) = Moderately (4) = Quite a bit (5) = Extremely

Feeling or emotion	Very slightly or not at all	A little	Moderately	Quite a bit	Extremely
1. Interested	1	2	3	4	5
2. Sad	1	2	3	4	5
3. Frightened	1	2	3	4	5
4. Alert	1	2	3	4	5
5. Excited	1	2	3	4	5
6. Ashamed	1	2	3	4	5
7. Upset	1	2	3	4	5
8. Happy	1	2	3	4	5
9. Strong	1	2	3	4	5
10. Nervous	1	2	3	4	5
11. Guilty	1	2	3	4	5
12. Energetic	1	2	3	4	5
13. Scared	1	2	3	4	5
14. Calm	1	2	3	4	5
15. Miserable	1	2	3	4	5

16. Jittery	1	2	3	4	5
17. Cheerful	1	2	3	4	5
18. Active	1	2	3	4	5
19. Proud	1	2	3	4	5
20. Afraid	1	2	3	4	5
21. Joyful	1	2	3	4	5
22. Lonely	1	2	3	4	5
23. Mad	1	2	3	4	5
24. Fearless	1	2	3	4	5
25. Disgusted	1	2	3	4	5
26. Delighted	1	2	3	4	5
27. Blue	1	2	3	4	5
28. Daring	1	2	3	4	5
29. Gloomy	1	2	3	4	5
30. Lively	1	2	3	4	5

Appendix F: Faces and Feelings

Faces and feelings

(Andrews and Withey, 1976)

Here are some faces expressing various feelings.

Which face comes closest to expressing how you feel about your life as a whole?

Appendix G: Parent consent form

[date]

Dear Parent/Carer

Name of School Primary School has the opportunity to trial an exciting educational initiative to enhance childrens well being through positive strategies to support their learning.

The participating children will be told about the basic structure and contents of the programme in the introductory session. It will be explained to them that the programme is about learning more about what makes us happy and what makes us unhappy. Also that the programme will give them an opportunity to learn activities to have fun, happy relationships, feel good about what they can do and become aware about what makes them feel good about helping others in the community. The 90-minute weekly programme, lasting 12 weeks, will enable children to acquire positive strategies, helping them with their learning both at school and home.

Activities will include: identifying and developing our key strengths, the importance of achievement for happiness, breaking down goals into smaller achievable step, motivation and goal setting.

The Positive Well–being Programme has been developed by Tasneem Gilani, Educational Psychologist from Redbridge Educational Psychology Service. The project is part of her doctoral thesis under the supervision of the University of East London. The information gathered as part of the research project will demonstrate the effectiveness of the programme and further development of the Positive Well-being Curriculum.

An Information sheet providing more detail of the project is attached. If you would like further information about the project you may contact Tasneem Gilani using the contact details given overleaf.

Yours sincerely

Deputy Headteacher

I have read the attached Project Information sheet.

I agree/do not agree* (delete as appropriate) for my child to take part in the Well-being Project.

Signed ----------(Parent/Carer)

Date ……20…..

Appendix H: Parent information sheet form

Positive Well-being Project: Information Sheet

The purpose of this information sheet is to provide you with the information that you need to consider in deciding whether to allow your child to participate in this project.

This research project is being carried out by Tasneem Gilani, Educational Psychologist with Redbridge Educational Service and doctural student at University of East London

Project

Positive Well-being curriculum for Primary aged Children: Development and Evaluation

The project will involve the delivery of a 12 week programme of ninety minute sessions.

The sessions will be delivered by the class teacher.

The participating children will be told about the basic structure and contents of the programme in the introductory session. It will be explained to them that the programme is about learning more about what makes us happy and what makes us unhappy. Also that the programme will give them an opportunity to learn activities to have fun, happy relationships, feel good about what they can do and become aware about what makes them feel good about helping others in the community. Activities the children will take part in include: goal planning activities for positive achievement, strategies for developing and nurturing relationships, to experience the benefits of exercise and meditation for well-being, experience the benefits of contribution to the community through acts of giving.

The research project will involve Y4 children. Two Y4 classes will take part during in the project during this school year – March-July 09. The third Y4 class will take part during the academic year September 09/10. Y4 have been chosen to take part in this project to trial the well-being programme as this will allow the participating children to gain benefit from the activities. The children will continue to consolidate the learnings as they progress to Y5 and Y6.

Confidentiality of the Data

The project has been carefully designed to ensure confidentiality of all information gathered. At the end of the project all data will be shredded.

Location

The Positive Well-Being project will be delivered by the classteacher at

Name of school Primary School.

You are not obliged to take part in this study, and are free to withdraw at any time during the project. Should you choose to withdraw your child from the project at any time you may do so without disadvantage to yourself and without any obligation to give a reason.

If you would like further information on any aspect of the project you may contact the Researcher, Tasneem Gilani, Education Psychologist 53 Albert Road, Ilford, Essex IG1 1HL

(telephone 0208 708 9524 fax 0208 708 9550

email tasneem.gilani@redbridge.gov.uk)

UNIVERSITY OF EAST LONDON

University House, Romford Road, Stratford, London E15 4LZ

University Research Ethics Committee

If you have any queries regarding the conduct of the programme in which you are being asked to participate please contact the Secretary of the University Research Ethics Committee: Ms D Dada, Administrative Officer for Research, Graduate School, University of East London, Docklands Campus. London E16 2RD
(telephone 0208 223 2976 email d.dada@uel.ac.uk

Appendix I: Pupil assent form

Student Assent Form

To be completed by participants independently but statements can be read to participants.

	YES	NO
I have listened to the information about the project and I understand what things I will be doing if I agree to take part.		
I know I can contact the Researcher via Redbridge Educational Psychology Service if I have any questions I want to ask. (I can find their contact details on the Project Information Sheet)		
I understand that it is my choice whether or not I take part in this project. If I don't want to that is fine and if I want to stop at any time that is fine too.		
I understand that the research team will ensure that no one will be able to identify the participants involved.		

I agree/do not agree(delete as appropriate)* to take part in the project as outlined in the briefing session for this class.

Signed……Date……...

Name in Capitals……...

	Yes	No
Please tick **yes** if you agree to taking part in the Positive Well-being Programme. Please tick **no** if you do not wish to take part in the Positive Well-being Programme.	☐	☐

Appendix J: Teacher consent form

Teacher Consent Form

Research Project: To develop and evaluate a well-being programme based on evidence based intervention for enhancing well-being in Primary aged children.

I have attended all workshop sessions relating to the above programme of research in which I have been asked to participate and have been given a copy of the Positive Well-Being Curriculum. The nature and purposes of the reasearch have been explained to me, and I have had the opportunity to discuss the details and ask questions about this information. I understand what is being proposed and the procedures in which I will be involved have been explained to me.

I understand that my involvement in this study, and particular data from this research, will remain strictly confidential. Only the researchers involved in the study will have access to the data. It has been explained to me what will happen to the data once the research programme has been completed.

I hereby fully and freely consent to participate in the study which has been fully explained to me.

Having given this consent I understand that I have the right to withdraw from the programme at any time without disadvantage to myself and without being obliged to give any reason.

Participant's name (BLOCK CAPITALS)…….

Participant's signature……

Researcher's name ……

Researcher’s signature

…….

Date…….20……..

Appendix K: Teacher semi-structured interview script

- Greeting, offered thanks for agreeing to the interview.
- Briefly explained the purpose of the interview (researcher had briefly explained at the time arrangements for the meeting had been confirmed.
- Chatted for several minutes about general school related topics, for example how was their week, progress of pupils, and looking forward to the end of term, etc.
- Explained that the interview would be taped, confidentiality of the interview and the approximate time set aside for the interview (45/60 minutes)
- One final check that teacher ready to begin interview questions:

1 What were your expectations of the PWBC, what did you expect would be involved.

2 What were the activities and topic (if any), that you particularly enjoyed in the curriculum, any favourite activities? What did you enjoy about that activity?

3 What were your least favourite activities and? What was it that you didn't like about it?

4 What are thoughts about the PWBC teacher manual? and what did you think of the PWBC, student journal?

5 In what ways did you feel that you contributed to the pupils' experience of the programme? Would you do anything differently next time?

6 Where there any particular things, (if any) that you learned from delivering the programme.

7 Is there anything that you, yourself picked up from the programme.

8 Is there anything else that you would like to be included into the sessions? What would you like more of, what would make it even better?

9 Would you run the programme again with another class

10 Is there anything else you would like to add

Thanks or taking part in the interview, and for taking part in the study.

Appendix L: Pupil focus group schedule

Focus group schedule:

- Welcome and introduction: once all children have been seated around the table: check that they had volunteered to come to the group and that they were happy to remain for the session. And confirm permission for researcher to tape the session (Class teacher had provided a brief explanation of the focus group and the focus group participants had been chosen from volunteers. Thank pupils for volunteering their time to attend the focus group.

- Remind pupils of the purpose of the session: the approximate duration of the session (30/45 mins): to learn about their thoughts and views about the PWBC sessions: explain the importance of confidentiality, check and agree ground rules for the session. One person to speak at a time, all responses is welcome, no right or wrong answers.

- Explain the format of the session, and then begin by way of a gentle ice breaker: How was your day so far, what have you been up in school today.

- This will lead smoothly into the introductory question (1),
  What did you think the well-being sessions were going to be like?

Focus group questions:

1. What did you think the PWBC sessions were going to be like?
2. What were the activities, if any that you particularly enjoyed - your favourite activities? What did you like about that activity?
3. What were your least favourite activities and why?
4. What were the things you did not like or enjoy about the activity?
5. What did you think of the PWBC journal (Student Journal).
6. In what ways did your teacher help your experience of the programme-the lessons?
7. What were the most important things if any that you learned from the PWBC.
8. What do you remember from the PBWC lessons, is there anything that stayed with you.
9. Is there anything else that you would like to be included into to the lessons? What would you like more of, what would make the lessons even better?

10. What were the most important things if any that you learned from the PWBC.
11. What do you remember from the Positive well-being curriculum lessons, is there anything that stayed with you.
12. Is there anything else that you would like to be included into to the lessons? What would you like more of, what would make the lessons even better?
13. Would you recommend the PWBC to children in other classes?

Thank children for sharing their thoughts and views.

Appendix M: Ethics form

Martin Cook
School of Psychology
Stratford

ETH/09/84

24 March 2009

Dear Martin,

Application to the Research Ethics Committee: To develop and evaluate a well-being curriculum based on evidence interventions for enhancing well-being in Primary aged children (T Gilani)

I advise that the University Research Ethics Committee has now approved the above application on the terms previously advised to you. The Research Ethics Committee should be informed of any significant changes that take place after approval has been given. Examples of such changes include any change to the scope, methodology or composition of investigative team. These examples are not exclusive and the person responsible for the programme must exercise proper judgement in determining what should be brought to the attention of the Committee.

In accepting the terms previously advised to you I would be grateful if you could return the declaration form below, duly signed and dated, confirming that you will inform the committee of any changes to your approved programme.

Yours sincerely

Debbie Dada
Administrative Officer for Research
d.dada@uel.ac.uk
02082232976

Research Ethics Committee: ETH/09/84/0

I hereby agree to inform the Research Ethics Committee of any changes to be made to the above approved programme and any adverse incidents that arise during the conduct of the programme.

Signed: ..... Date: 24.3.2009

Please Print Name: Dr MARTIN COOK

Appendix N: Codes and major themes from focus group undertaken in school A.

Category	Major themes: Class 1	Major themes: Class 2
Positive anticipation	Fun, Interesting, Difficult,	Helpful,Fun,Healthy,Happy
Favourite/fun and helpful	Happiness box, Kindness activities, Steps to success	Happiness box, Meditation, helping people
Dislike/too long embarrassed	Values In Action (VIA) questionnaire	Saying thank-you
Helpful journal	Happiness Book was good	Helpful activities
Teacher support	Explained everything Did it with us	Explained and shared examples
Helpful/useful things learned	Improved self-awareness and self-expression	Helpful things to do
Suggestions /improvements	More kindness days Practical projects/activities	More games
Recommend to other classes	Yes	Yes-with reservations about activities not enjoyed: VIA

Appendix O: Codes and major themes from focus group undertaken in school B.

Category	Major themes: Class 1	Major themes: Class 2
Expectations	Exciting, Interesting, New	Calm, Fun
Favourite activities	Goals (Steps to success),Happiness box	Relationship circles, Meditation, Happiness box
Least favourite activities	Meditation (didn't like voice on the tape, Kindness day(restriction placed by teacher-had to pick one person)	Relationship circles
Student Journal	Good book Useful things	Looked nice Inside good
Teacher support	Helpful Explained things	Shared experiences
Learnings	Achieving goals, Managing anger	Positivity, Share feelings, Respect
Suggestions	More games	Games
Recommend to other classes	Yes,	Yes

Appendix P: Summary of identified themes for focus groups from schools A and B

Category	Major themes: School A	Major themes: School B
Expectations	Fun,Interesting,Difficult, Helpful, Healthy, Happy	Exciting, Interesting, New, Calm, Fun
Favourite activities	Happiness box, Kindness day, Steps to success, Meditation, VIA questionnaire	Goals (Steps to success), Happiness box, Relationship circles, Meditation,
Least favourite activities	Values in action (VIA) questionnaire, Saying thank-you	Meditation, Kindness day, Relationship circles
Student Journal	Good ,Helpful activities	Good book, Looked nice
Teacher support	Explained everything	Helpful, Shared experiences with us
Learnings	Improved self-awareness and self-expression, Helpful things to do	Achieving goals, Managing anger, Positivity, Share feelings, Respect
Suggestions	More kindness days, more game	More games
Recommend to other classes	Yes	Yes

Appendix Q: Summary of main themes identified from pupil focus groups from schools A and B with illustrative quotes

Theme	Quotes illustrating themes
Thoughts about the forthcoming PWBC sessions • Fun • Interesting • Difficult • Helpful • Healthy • Happy • Exciting • Interesting • New, • Calm	*I thought it was going to be fun because I thought it was going to be kind of fun because we are going to talk about inside our lives and outside our lives.* *I thought it was going to be interesting because we are going to have another person coming into our school, and she might teach us something that we don't know* *I thought the lessons were going to be hard, because I just thought they were going to be hard because work is normally hard*
Favourite activities • Happiness box • Kindness day • Goals (Steps to success) • Meditation • Relationship circle • Values in action (VIA) questionnaire	*Making happy boxes and filling all of the stuff we like and something that makes us happy once we really upset or something* *I like the kindness one, kindness because you have to help other people.* *I like the meditation,* *I went outside {after meditation}, and it was really calming.*

Least favourite activities • Values in action (VIA) questionnaire • Saying thank-you • Meditation • Kindness day, • Relationship circles	*I liked everything beside the quiz…and I hated the quiz (the VIA questionnaire)* *Tell it(saying thank you) to your parents, what you were thankful for, it was embarrassing* *I didn't enjoy listening to the lady(the meditation tape used by the class teacher)* *It's not nice just treating just one person*
PWBC Student Journal • Good • Helpful activities	*I think it's a good book because you learn more stuff and you can keep the book to show down to the generations* *It helps you to do things, like if you feel angry you put on some music or something*
Teacher support • Explained everything • Helpful • Shared experiences with us	*He told us a bit about himself as well, so if the questions, he had his own Journal and he answered them and shared it with us and explained* *She gives really good examples* *Explained everything, gave us clues*
Helpful things to do • Improved self-awareness and self-expression • Helpful things to do • Achieving goals, • Managing anger, • Positivity • Share feelings • Respect	*To always talk about it, let your feelings out and hear what other people have to say* *Keeping the anger and letting it out* *Now I express my feelings, stay cool and don't get mad* *I like the goals because it's like it's you , I want to improve my behaviour, so it's a good thing, I wrote it down*

More activities • More kindness days • More games and activities	*You could have more projects to do like the Happiness Box* *Well you know when we did the meditation; maybe we could do more stuff like that more games, like mysteries.*
Recommend to other classes • Yes, with some reservations	*Yeah yeah yeah , not the questionnaire* *I would recommend it to other classes because you test it out and it works-you should let everyone have a chance* *I would do to another class so they know how to work when you are in a bad mood or something*

Appendix R: Codes and main themes identified from teacher interviews for school A

Category	Major themes: Class 1,teacher	Major themes: class 2 teacher
Expectations	Expected more discussion	New learnings
Favourite activities	First few activities (Happiness detective, positive emotions meditation and final activity(making the class poster)	The first few activities, I liked all the ones the children enjoyed
Least favourite activities	More complex activities(via because it was long)	Goal setting Being involved in the community
Teacher Manual	Helpful guide	Good booklet
Student Journal	The journal was good,	Good
Teacher support/contribution to student experience	Sharing stories	Enabling to share
Learnings	Insights about the children	The differences about the children
Suggestions	More nice activities like The Happiness box	Simplify,
Recommend to other classes	Yes	Yes

Appendix R: Codes and main themes identified from teacher interviews for school B

Category	Major themes: class 1 teacher	Major themes: class 2 teacher
Expectations	No expectations	No expectation,possible like PHSE
Favourite activities	Happiness box, Meditation	Meditation and savouring
Least favourite activities	Flow activity	Not sure
Student Journal	Easy to follow	Very clear instructions
Teacher support /contribution	Doing the activities together	Sharing examples from my point of view
Learnings	To be more open with the pupils	Enjoyed doing it
Suggestions	More practical activities	None, its good as it is.
Recommend to other classes	Yes	yes

Appendix T: Summary of main themes identified from teacher interviews with illustrative quotes

Themes	Examples
Thoughts about the forthcoming • More discussion • New learning • No expectations • That it would be like PSHE	I thought it would be a lot more discussion and not activity based, more like circle time. Did not have massive expectations, hoping that it would be like PHSE. PHSE was not structured enough, so I was hoping this would be something I could follow.
Particular activities enjoyed • First few activities in the programme • Goals (Steps to success) • Happiness Box • Meditation	I liked the first few, I found the first few easier to teach and I found that the children responded more to them because they understood them better.
Least favoured activities • VIA questionnaire • Goals, Steps to success • Being in flow	Goal setting, they found that hard. Being involved in the community, it was hard for me to explain to them.
Thoughts about the PWBC Teacher Guide and Student Journal • Helpful, good • Easy to follow, clear instruction	The Curriculum explained everything very well; it was good having the entire vocab, with all the definitions in there. The Journal was good, the children liked it, and pages at the back were helpful. The teaching book was brilliant; you know in that particular little folder, there was not loose paper hanging around. Very clear in the instructions. Lots of stuff to do in there.

Teacher contribution to support students experience of the curriculum • Differences between pupils abilities to share experiences • Sharing examples/stories, Enabling to share • Doing the activities together	Some children found it easy to recall experiences, others have none. Some of them found it difficult to think of a tie when they had to deal with negative emotions. Because we know them, we know how to explain things to them and how to get them to talk and to get them to open up and how to get them to feel safe in the classroom as well. Usually I'm very strict or stay with schools topic and things but now and again I would talk about what I would do and how I plan my things at home and they loved hearing me say how I do things. I think the fact that we did most of it together helped so like say the Happiness Box I did mine.
Insights gained for self and pupils • To be more open with pupils • Helpful, Good things for us • Enjoyed doing it	Being more open with them {pupils} because just after discussing that with you as well. I didn't think I could do it and I actually found it quite open I found it really important with this class to do that, and they seemed to learn a lot from it. I think all of these things are quite helpful. Wouldn't say there is one specific thing but there is lots of good things there I think which is good for us as teachers. Just found it kind of like. Some of the material (PHSE program) that was provided to be wishy washy, cos I liked doing this, I wasn't intimidated by doing this especially when I read the material so have enjoyed doing it for that.

Suggestions and improvements • More nice activities,e.g. Happiness Box • Simplify, shorter lessons with some examples • Would recommend to other teachers	Happiness boxes was nice, be nice if you could fit in something that the children could bring in things like that to share. Good to simplify, shorter lessons of just basic things. Put some examples in them as well. Yeah, yeah to both. It's nice, I would recommend it to other teachers and I think it would be a nice experience for them, it's a chance to do things and discuss things with children that you don't otherwise get time to do. I would but I think for an older year group, even 5 or 6. The first five or six things (activities) were really good for year 4. I would run it in another class. I would incorporate it with other activities rather than a stand-alone.
Overall comments: Positive experience • Positive experience • Regret that one child had missed the experience	I enjoyed it, the kids did, they seem to enjoy it you know pay attention so I was happy. I was happy with it. No. I just want to steal some activities. The one child that would have benefitted was off (school).

List of Figures

List of Tables